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ABSTRACT

This resource guide is designed to provide foreign language teachers with suggestions for helping students learn how to become better language learners. The four chapters of the guide for teaching listening skills are as follows: (1) Teaching Learning Strategies (e.g., rationale for teaching, types, useful strategies, guidelines, instructional sequence, and specific learning strategies such as directed attention, self-monitoring, repetition, note-taking, inferencing, and translation); (2) Learning to Listen (e.g., what listening comprehension is, guidelines for listening instruction, and how to begin); (3) Lessons Plans for Listening Strategy Instruction (e.g., preparing discussions, initial strategy instruction, practice, additional listening tips, and real world listening); and (4) An Integrated Strategy Approach to Language Teaching (dialogues and narratives, and cultural points). An appendix provides guidelines for developing student worksheets for listening strategy practice. Sixteen exhibits and worksheets are included that cover such areas as what is involved in listening, examples of listening situations where selective attention is useful, listening comprehension exercises, a map of South America, and questioning techniques. Examples are in Spanish. Contains 13 references. (LB)

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Learning Strategy Instruction in the Foreign Language Classroom: Listening

by

Anna Uhl Chamot
Marilyn Barrueta
Sarah Barnhardt
Lisa Küpper

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July 1990

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IRA
Interstate Research Associates
7926 Jones Branch Dr., Suite 1100, McLean, VA 22102

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Submitted to:

Dr. José Martinez
Project Officer
International Research and Studies Program
U.S. Department of Education
7th & D Streets S.W.
Washington, D.C. 20202

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Learning Strategy Instruction

in the Foreign Language Classroom:

Listening

Submitted by:

Anna Uhl Chamot, Ph.D.
Project Director
Interstate Research Associates
7926 Jones Branch Drive, Suite 1100
McLean, Virginia 22102

(703) 893-3514
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Project Participants

Project Director	Dr. Anna Uhl Chamot InterAmerica Research Associates, Inc. McLean, Virginia
Research Associate	Lisa Küpper Interstate Research Associates McLean, Virginia
Research Assistants	Sarah Barnhardt Robert Nielsen
Listening strategy instruction designed by...	Marilyn Barrueta Department Chair, Foreign Languages Yorktown High School Arlington Public Schools Arlington, Virginia
Listening strategy instruction field tested by...	Flora Singer French Teacher Walt Whitman High School Montgomery County Public Schools Bethesda, Maryland
Listening strategy instruction lesson plans written by...	Sarah Barnhardt Interstate Research Associates

PREFACE

Foreign language teachers are very much aware of the educational and societal importance of foreign language proficiency for students in American schools. We are as delighted when our students are successful in developing proficiency and continuing their foreign language study to an advanced level as we are disappointed and frustrated by students who seem to have little aptitude for foreign languages and who never progress beyond the most elementary level of language study.

This resource guide, developed as part of a research project funded by the United States Department of Education's International Research and Studies Program, is designed to provide foreign language teachers with suggestions for helping ineffective students learn how to become better language learners and for already effective students to become superior language learners.

Our research with high school and college students of French, Russian, and Spanish has led us to a new understanding of the somewhat elusive notion of "aptitude" as it pertains to foreign language learning. What distinguished effective from ineffective language learners in the students we studied was that effective students had a range of learning strategies which they used often and which they tailored to the demands of the language task. Ineffective students, on the other hand, used strategies in very limited and often inappropriate ways. Looking at students' abilities in terms of strategies rather than in terms of aptitude has profound implications for instruction.

Strategies can be taught and learned, whereas aptitude is generally thought to be innate and unchangeable. The complete resource guide provides guidelines and sample

lesson plans for teaching learning strategies for different language skills. The writing materials were developed with second year high school French students, the listening comprehension materials with fourth year high school Spanish students, and the reading comprehension materials with first year (intensive) Russian college students. These materials were then field tested by high school teachers with different combinations of languages and levels of study, as follows: reading materials field tested with third year French students and first year Russian students; listening materials with first year French students; and writing materials with fourth year Spanish students. The results of the field test guided the revision of the resource guides for listening, reading, and writing, and also contributed to the devlopment of the resource guide for speaking.

Finally, the research team and participating foreign language instructors developed guidelines and sample lessons for teaching four essential strategies across language skills. The lessons are designed so that they can be used with other languages and at other levels than those for which they were originally developed. Sample beginning and intermediate level student worksheets in French, Spanish, and Russian are provided with the lesson plans.

Background

Our understanding of the learning and teaching of native and foreign language skills has undergone a fundamental change in the last 20 years. Instead of repetitive drilling to instill automatic responses, we now stress meaningful communication. We understand that language is learned best when used to understand ideas and functions that are meaningful to students.

This basic understanding characterizes current approaches to foreign language instruction and is the focus of current research in second language acquisition. For example, communicative approaches provide students with opportunities to actually use the foreign language for a variety of functions. The functional/notional syllabus differs from the traditional grammatical syllabus because it describes domains of knowledge and the type of language needed in different social contexts, rather than the sequence of grammatical structures to be practiced (Munby, 1978). A number of current approaches, such as Total Physical Response and the Natural Approach, emphasize the importance of developing listening comprehension as the first language skill (Asher, 1981; Krashen, 1982; Terrell, 1982). In these approaches students begin by focusing on the development of a receptive database of the new language that can then be drawn upon for developing productive skills. The proficiency-oriented classroom organizes instruction around performance criteria that specify goals for different levels of language achievement (ACTFL, 1986). These goals include descriptions of language function, context of topics, and level of accuracy expected at different stages of the language learning process (Omaggio, 1986). The proficiency guidelines describe meaningful use of the language in all skill areas, from interactive practice to the use of authentic texts for receptive skills. Our understanding of the reading process has been enhanced by schema theory, in which reading - whether in a first or second language - is seen now as an interactive process between the reader's prior knowledge and experiences, or conceptual schemas, and the text (Byrnes, 1984). Similarly, our understanding of the writing process has shifted from a concern only with the product to an awareness of the

stages of the writing process and the importance of tapping into the writer's prior knowledge (Carrell & Eisterhold, 1983; Raimes, 1983).

What all of these approaches to language instruction have in common is a recognition that cognition is as fundamental in language learning as it is in other kinds of learning. A cognitive approach to foreign language learning is predicated upon the assumption that language learners should be mentally active, purposeful, strategic, and conscious of their own learning processes.

The purpose of learning strategy instruction is to help students become aware of the power of their own metacognition and to teach them metacognitive, cognitive, and socioaffective strategies to help them become better language learners. This resource guide provides practical suggestions and sample materials for integrating learning strategy instruction into any foreign language course.

Organization of the Resource Guides

The four teacher resource guides for learning strategy instruction are titled as follows:

1. Learning Strategy Instruction in the Foreign Language Classroom: Speaking
2. Learning Strategy Instruction in the Foreign Language Classroom: Listening
3. Learning Strategy Instruction in the Foreign Language Classroom: Reading
4. Learning Strategy Instruction in the Foreign Language Classroom: Writing

Each resource guide begins with this Preface and also includes the next chapter, Teaching Learning Strategies. The second chapter in each of the resource guides focusing on a particular language skill consists of an overview of our approach to understanding and teaching the language skill and general guidelines for strategy instruction. Subsequent chapters contain tips, lesson plans, suggested procedures, and sample student worksheets for learning strategy instruction in the foreign language classroom. The final chapter of the guides presents two lesson plans that take students through all four language skills and require them to use a strategic approach to language learning. Because the lesson plans are built around materials typically found in language textbooks, they should assist teachers in integrating strategy instruction into the materials they are currently using. This chapter reflects our belief that, although there are four guides, each addressing a different language skill, the best way to teach learning strategies to students is to integrate strategy instruction into all four skill areas.

CHAPTER ONE.

TEACHING LEARNING STRATEGIES

Why Teach or Use Learning Strategies?

Learning strategies are the purposeful actions and thoughts that we engage in when we want to understand, store, and remember new information and skills. The defining characteristic of good learners and expert performers in any field is the ability to select approriate strategies and deploy them efficiently. This is as true in the foreign language class as in any other class.

We have all noticed the difference between the student who actively associates the new vocabulary or language functions of a lesson with what has been learned earlier, and the student who handles the material in each new lesson as though it were totally unrelated to anything that has gone before. From a learning strategies perspective, we would say that the first student is actively using his or her prior knowledge by elaborating or associating the new information to it. Another familiar example of the strategic versus the non-strategic foreign language student can be found in the receptive skills area. A student who is reading or listening actively is constantly monitoring his or her comprehension (Does this make sense?) and guessing at the meanings of unknown words by using context clues. This student is using the learning strategies of self-monitoring for comprehension and making inferences. The non-strategic student, on the other hand, is a passive reader or listener, and tends to give up and stop attending whenever a new word or expression is encountered.

Effective students use a wider range of kinds of strategies than ineffective students, and they are also more adept at selecting the best strategy for a particular task.

Learning strategies are important tools in teaching a foreign language because:

- Students who are mentally active while learning understand and remember the material better;
- Proficient strategy users learn faster;
- Students who use learning strategies are more motivated because they have control over their own learning;
- Strategies used in one language learning context can be applied in many other language learning contexts;
- Effective strategies can be taught to non-strategic students, and even strategic students can learn new strategies.

What Kinds of Learning Strategies Are There?

Learning strategies can be classified in various complex ways, but we have found a simple classification to be the most useful (Chamot & Küpper, 1989; O'Malley & Chamot, 1990). The three types of learning strategies in this classification are the following:

Metacognitive Strategies. Metacognition means thinking about our own thinking and learning processes. When we take time to plan how we'll go about a task, we are using a variety of metacognitive strategies. Similarly, when we surface from task engagement from time to time to check on our progress, we are also engaged in a

metacognitive strategy. And after we have finished a task - whether it's writing a paper or teaching a lesson - we can sit back and thoughtfully evaluate our own performance. This self-evaluation is also a metacognitive strategy. When we use metacognitive strategies we have powerful tools for regulating our own learning and performance.

Cognitive Strategies. These are the strategies we use to accomplish a task. For example, if we want to remember an informative lecture, we might take notes. If we encounter an unfamiliar word while reading, we may look at the surrounding context to make an inference about its meaning. If we cannot immediately remember a word or phrase we want to say or write, we may substitute a synonym or paraphrase. As mentioned above, one cognitive strategy that good learners consistently use is elaboration of prior knowledge. When we can tie in something new to an existing schema or knowledge framework, we understand it better and retain it longer. So cognitive strategies involve working directly with the material we want to learn, often transforming it in some way to make it ours.

Social and Affective Strategies. As the name implies, these are strategies that involve interaction with another person and that influence our affective state. For example, when we work with a team of teachers to develop a curriculum guide, we are using the strategy of cooperation because we know that the interaction of ideas and expertise will result in a better product. Similarly, we ask questions for clarification when we need to understand the requirements of a task or make sure that we have understood what another person has said.

These, then are the three basic types of learning strategies that foreign language teachers can teach to their students. Of course, they are just as useful with other

subjects, too. The next section provides some examples of how real foreign language students have actually used some specific learning strategies.

What Are Some Useful Strategies for Foreign Language Learning?

In our own research with high school second and foreign language students, we found that the following learning strategies characterized good language learners:

Strategies for Language Learning

Strategy	Student's Thoughts
Self-monitoring of comprehension	Am I understanding this? Does this make sense?
Elaboration of Prior Knowledge	What do I already know about this? What does this make me think of?
Elaboration Between Parts	How do the different parts relate to each other?
Inferencing	Logically, what could this mean? Can I make an intelligent guess? What can I predict will come next?
Planning	How can I sequence and organize what I want to say/write?
Substitution	What other words or phrases can I use? How can I say this another way?
Self-evaluation	How well did I learn this?

A complete list of the learning strategies we identified with foreign language students appears at the end of this chapter. The strategies taught by the teachers who developed the strategy lesson plans appearing in Chapters 3, 4, and 5 will be described and defined in those chapters.

Guidelines for Learning Strategy Instruction

This section summarizes what we have discovered about teaching learning strategies and offers suggestions for an instructional sequence to incorporate strategy instruction in any foreign language classroom.

Strategy instruction should be integrated into regular coursework, not taught as a separate class. Students appreciate the value of strategies when they can apply them to a real foreign language task immediately. A few minutes devoted to strategy instruction and/or practice and feedback in each class provides students with the practice they need to begin using the strategies on their own.

Strategies work best on material that is challenging but not totally beyond the student's capability. If the material is too easy, students don't need strategies to understand or produce it. Being required to use strategies when you can be successful without them seems like a waste of time to students. And if the material is too impossibly difficult, the strategies don't work. Materials selected for strategy practice should stretch students, not rehearse what they already know or be totally beyond them.

The nature of the language task should determine what strategies are taught. For example, inferencing is a strategy that is particularly useful for the receptive skills. Planning strategies are extremely helpful for productive skills, especially writing.

Elaboration of one's prior knowledge and self-monitoring of performance are important strategies for all types of language tasks (and for all types of learning in general).

Strategies are procedures or skills, and need considerable practice before they become automatic. Students need explicit reminders to use strategies and to try the strategies they know on new tasks. For this reason, strategy instruction needs to be ongoing throughout the school year.

All levels of language study can benefit from strategy instruction. Beginning level students who learn to use strategies will encounter more success in the foreign language, and will have more motivation to continue their language study. Students who can benefit most from learning strategy instruction at any level are those who are encountering difficulties. Students who have no difficulty in learning a foreign language already have developed effective learning strategies. These students are nevertheless interested in talking about their strategies and understanding why they are helpful to them.

Most learning tasks require several learning strategies for highly successful performance. As you begin to think about your own learning strategies that you use for a given task, the temptation is to teach them all to your students immediately. We strongly advise you to resist the temptation - we have learned through experience that too many strategies all at once merely confuse students and they can't keep them straight. One or two strategies at a time, followed by lots of practice and reminders, is a more effective approach.

Strategies need to be modeled by the teacher so that students can observe how an expert uses strategies. Because many strategies are mental rather than observable,

the teacher needs to model them by thinking aloud. In other words, the teacher describes his or her thought processes while doing the task. We have provided models of our own think-alouds in the lesson plans presented in a later chapter. Thinking aloud takes some preparation, and we suggest some rehearsal prior to doing it for the first time in front of the class. It is also helpful to think aloud as much as possible in the target language as a way of modelling thinking in the L2 (rather than translating from L1 thoughts to L2 speech).

Summary of Strategy Instruction Guidelines

1. Integrate strategy instruction with regular coursework.
2. Select material that is neither too easy nor too difficult, but that represents a stretch.
3. Teach strategies that are most effective with the language skill(s) to be practiced.
4. Start instruction with a discussion of what it's like to read (write, listen, or speak) in one's native language.
5. Teach strategies to beginning level as well as to more advanced students.
6. Don't try to teach too many strategies at the same time. Keep it simple.
7. Model the strategies for students by thinking aloud about your own mental strategies.
8. Make the instruction explicit. Mention the strategies by name. Give the strategies names in the target language.
9. Practice strategies throughout the school year.

Instructional Sequence for Teaching Learning Strategies

Learning strategy instruction should be integrated into the regular foreign language curriculum. During initial instruction in the strategies, five to ten minutes a day can be spent in presenting, modeling, or practicing and discussing the strategies being taught. Later, students will need only brief reminders to use the strategies on class exercises and homework.

Learning strategy instruction can most effectively be divided into phases. These phases lead students through preparation, presentation, practice, evaluation, and application. Each phase is taught on one or more days so that students have time to understand, practice, and apply the strategies. The instructional sequence that we have found effective is the following:

Preparation - The teacher provides orientation to learning strategy instruction and finds out what strategies students are already using. This phase is useful because it gives students a road map of what to expect in strategy instruction, assists the teacher in discovering the specific strategies that students use or don't use, and demonstrates to the students that their prior knowledge about strategies (even if they have not used the term before) is valuable. Comparisons of both strategy use and approaches to different aspects of language in English and in the target language allow students to become more metacognitively aware of themselves as language processors and learners. The preparation phase is generally conducted in English, unless students' proficiency level in the foreign language is adequate for conducting the discussion in the L2.

Presentation - In this phase the teacher first names and describes the strategies to be taught and provides a reason for their use. This needs to be quite direct. For

example, a teacher might say to the class: "Elaboration is a strategy for learning new information. When we elaborate, we use our prior knowledge to help us learn something new. When we make good elaborations, we learn faster and remember longer. That's why we're going to learn how to use elaboration." Next, the teacher models the strategy use. Again, this is quite direct. A teacher might say: "Let me show you what I do when I use elaboration. I'm going to think aloud so you can see how I use this strategy mentally." The teacher proceeds to model elaboration with a real language task, such as reading or writing a paragraph. After the teacher has modelled the strategy by thinking aloud, students are asked to analyze the think-aloud by going through the task and reflecting on how the teacher used the strategy. During this phase, much of the discussion will be in English for students at the beginning level, but the foreign language can also be used in a number of ways. For example, the strategy names can be written on a poster in the L2, and subsequently referred to in that language. Also, when the teacher models thinking aloud, much of the think aloud should be in the target language.

Practice - In this phase the teacher has students practice the new strategy with a variety of materials. Sample worksheets for initial strategy presentation and subsequent practice are provided in this resource guide. This practice can be done individually or in small groups. The focus is on practicing the strategy rather than on getting correct answers. This initial practice should be followed by continuing practice of the strategies with the regular curriculum materials used in the foreign language course.

Evaluation - In this phase students are asked to reflect analytically on their

strategy practice. This debriefing is particularly important for developing students' metacognitive knowledge about their own strategy use. The following types of questions can guide the self-evaluation: How did the strategy work for you (the students)? Was it cumbersome? (Practice will make it easier.) Did it replace another strategy that you are more familiar with? Which strategy - the familar one or the new one - do you think will be most effective in the long run? Why? Students should become aware of their needs and long term goals, and should begin to realize that strategies need lots of practice.

Application - This phase continues throughout the year, as the teacher reminds students to use the strategy on new tasks, to use the strategy in new ways, and to use the strategy in different contexts. Whenever an opportunity arises in the classroom to apply a familiar strategy, teachers can remind students of the strategy, or elicit from them suggestions for appropriate strategies to use for a language task. Eventually, students should be able to choose appropriate strategies for language learning tasks without teacher prompting. At this point the student has truly become an autonomous language learner.

This sequence of strategy instruction is reflected in the sample lesson plans.

The Learning Strategies

Below is a list of the learning strategies discussed and taught in the four guides. Definitions and descriptions of the strategies are given, strategy by strategy, in the remaining pages of this chapter.

Metacognitive Strategies

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.

- Planning
- Directed Attention
- Selective Attention
- Self-management
- Self-monitoring
- Self-evaluation

Cognitive Strategies

Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task.

- Repetition
- Resourcing
- Grouping
- Note-taking
- Substitution
- Elaboration
- Summarization
- Translation
- Inferencing

Social Strategies

Social strategies are those that require the presence of another person.

- Questioning
- Cooperation

Planning

Definition:	Generating a plan for the parts, sequence, main ideas, or language functions to be used in a language task; proposing strategies for handling an upcoming task; previewing the organizing concept or principle of an anticipated learning task.
Synonyms:	Previewing, outlining, brainstorming, advanced organization
Name of strategy in the L2:	Prepararse Se préparer

DESCRIPTION

Planning means getting prepared to act; specifically, getting a mind set to function in the L2, including deciding what strategies might best be used for the task. The process of planning often involves using other strategies as well, such as elaboration and inferencing.

Planning covers the ideas and concepts to be treated, order and organization, the mechanics of how to say it; it can also include setting longer term goals for language learning.

Reading: Previewing what is to be read. Getting an idea of the context. Recalling what is known about the topic. Deciding what the purpose for reading will be.

Speaking: Reviewing the topic to be discussed. Recalling what is known in the L2 to discuss the topic. Making notes if practical.

Writing: Making notes about the topic in the L2, including vocabulary. Making a preliminary plan.

Listening: Getting ready to listen, by anticipating content and L2 vocabulary (planning, used in combination with elaboration and inferencing).

NOTES

Students aren't particularly pleased when they have to plan. They tend to believe that they do quite well without it!

This is a very important point, however: As you plan, you become more aware of your knowledge and skills -- you reinforce them because you are reviewing them -- you explore new ideas and expand your knowledge and skills.

A plan is valuable only if it is flexible. Your plan is actually meant to lead you into new possibilities, to give you new ideas, and to prepare you for what is to come. Do not approach planning as if it were a prison! A plan is a starting point.

Guide	How and Where Planning is Taught
Reading	Previewing, page IV-63
Speaking	
Writing	Thinking in the L2 during the planning stage, page III-29
Listening	

Directed Attention

Definition:	Deciding in advance to attend in general to a learning task and to ignore irrevelant distractors; maintaining attention during task execution.
Synonyms:	Paying attention, focusing, concentrating
Name in L2:	Concentrarse, GAFAS, BANDES (see Listening Guide) Diriger son attention

DESCRIPTION

Directing one's attention means deciding in advance first to focus attention, then to maintain it for the duration of the task. It requires persistence and self-discipline.

NOTES

Students need to be specifically told that they cannot do something else (clean out notebook, homework, etc.) when the teacher is talking, while listening to a tape, during instructions, because the brain does not automatically process input in and about the L2. Students cannot allow themselves to be distracted. They must learn that attention is a force under learner control.

Guide	How and Where Directed Attention is Taught
Reading	
Speaking	Tip, page III-53
Writing	
Listening	as a pre-listening and during-listening strategy, page III-50

Selective Attention

Definition: Deciding in advance to attend to specific aspects of language input or situational details; attending to specific aspects of language input during task execution.

Synonyms: Scanning, selectively focusing

Name in L2: Enfocarse
Concentrer son attention

DESCRIPTION

Using this strategy means narrowing the focus of attention to seek out only a small part of the content, as opposed to intensive attention to the whole task.

NOTES

We cannot pay attention to everything at once. Sometimes it is desirable to select an element to focus most of our attention on. This implies identifying and setting priorities.

The teacher prepares the students by using advanced organizers to point out what the focus of attention will be. For example, if the point of a lesson is learning a new construction, then students should concentrate their attention largely (selectively) upon hearing and using that construction. Selective attention can be used for review purposes as well, such as "Last week we talked about formal versus informal distinctions. Listen to this dialogue. What relationship between the speakers is implied?"

Guide	How and Where Selective Attention is Taught
Reading	Scanning, page IV-87
Speaking	Tip, page III-55
Writing	during revising stage, when using Revising Checklist, page III-62
Listening	as a pre-listening and during-listening strategy, pages III-25 and III-43

Self-management

Definition:	Controlling one's language performance to maximize what is already known; understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions.
Synonyms:	Staying within your L2 means; using what you know; thinking in the L2
Name in L2:	Manejarse Décider de contrôler son langage

DESCRIPTION

Self-management basically means accepting in advance that you may not going to be able to say (or write) exactly what you'd like to, and that you still need to say what you can say about the subject. It also means having an awareness of how you learn and having the self-discipline to seek out and provide yourself with those conditions that promote your learning.

NOTES

Learning more language, and learning to use it correctly, is done by building on what is already known. When teachers assign an activity to build language use, students often think that the point of the activity is to solve the problem, as, for example, making a description of a picture. For the foreign language teacher, however, the process of using language to arrive at a description is the point. When students can use approximate language, gestures, paraphrase, express an idea in incomplete sentences, they are creating a foundation on which the teacher can build to give them new language.

When students believe that they must have a complete and accurate utterance to participate, they end up not participating at all! Students need to realize that, while they cannot control what the teacher asks them to do or what an L2 speaker will say to them, they can manage themselves -- their attention, their approach to language learning, their attitudes about their own performance and risk-taking.

Guide	How and Where Self-management is Taught
Reading	
Speaking	Tip, Work within what you know in the L2, page III-61
Writing	Not explicitly mentioned, but a component of thinking in the L2, page III-29
Listening	

Self-monitoring

Definition:	Checking, verifying, or correcting one's comprehension or performance in the course of a language task.
Synonyms:	Monitoring, correcting
Name in L2:	Comprobrarse Vérifier son langage

Monitoring is defined in these guides as a strategy that takes places during task execution, as opposed to checking and correcting one's work after a space of time as passed (self-evaluation).

DESCRIPTION

Self-monitoring is thinking about what you do as you do it.

NOTES

Learning to self-monitor requires time and practice. To be able to hear or see one's own mistakes depends on first knowing what is correct, or, at least, what is not or may not be correct, or what doesn't sound right. It also requires recognizing when there is no comprehension, so that something can be done about it.

Self-monitoring can lead to taking a risk; the learner may decide to tentatively use a word or structure about which he is not sure.

Students do not see that it is their role to check their output. For them, it is the teacher's role to make corrections! You can teach them to listen to themselves and hear when they have produced an incorrect utterance. Not all errors may need to be corrected, however. Mistakes that impede communication or that are offensive to the listener probably should be addressed, while "slip-of-the-tongue" errors (that don't interfere with communication) may go unremarked. The teacher needs to decide (and inform students) as to his or her standards of accuracy, and in which situations (e.g., skill-getting versus skill-using) a high level of accuracy is expected.

On the flip side of this -- not understanding something that has been said to them or something they have read -- students need to learn that self-monitoring is the first step in problem solving. Identifying what is causing the comprehension problem leads to deploying any number of strategies (inferencing, questioning, repeating) to clear up the difficulty.

Guide	How and Where Self-monitoring is Taught
Reading	
Speaking	of production (accuracy), pages III-13, III-47, and III-111 of comprehension of conversational partner, page III-120 of one's comprehensibility, page III-136
Writing	of production (accuracy), during composing stage, Ss are instructed to circle uncertainties and return to correct these during revising phase, page III-48
Listening	

Self-evaluation

Definition:	Checking the outcomes of one's own language performance against an internal measure of completeness and accuracy; checking one's language repertoire, strategy use, or ability to perform the task at hand.
Synonyms:	Checking back, revising, verifying
Name in L2:	Evaluarse Confirmer son langage

Self-evaluation can be very similar to **self-monitoring** in its checking back and correcting aspects. However, it is defined as a strategy that is used either immediately or some longer time after students have stopped listening, speaking, reading, or writing. Aspects of the strategy can be applied before a language task as well, such as checking one's L2 repertoire to see if certain words or structures are known.

DESCRIPTION

For use before a task, self-evaluation implies that the learner has an intuitive sense of what he or she knows in the L2 and the self-discipline to make this personal assessment as a first step to working within what he or she knows.

For use after the task, self-evaluation implies that a given task is done in advance, so as to have time to return to the completed whole and examine it for ways to improve it, to complete it, to verify understanding, to make corrections. It means setting a certain standard and working to reach that standard.

NOTES

Pitfalls for use of self-evaluation: Students do not begin a task sufficiently in advance to evaluate and make changes. Students have little or no awareness of the actual impact made by effective evaluation and are frequently insecure in the knowledge they need for evaluating. Students expect the teacher to do the evaluation since they may not distinguish grading from evaluation.

There are questions that students can ask themselves in conjunction with self-evaluation: Does this make sense? Can the order be changed to make it more effective? Can I add/take out anything? Is the grammar correct?

Guide	How and Where Self-evaluation is Taught
Reading	as verification after reading, page IV-114
Speaking	
Writing	An aspect of thinking in the L2 during planning (not explicitly mentioned, but working within what you know implies making an assessment of what is known), page III-29 Checking back during revising phase, page III-57
Listening	as verification after listening, page III-58

Repetition

Definition: Repeating a chunk of language (a word or phrase).

Synonyms: Repeating, rehearsal

Name in L2: Repetición; repetir
Répéter

DESCRIPTION

Repetition can be oral, silent or written.

Oral repetition is reproducing a chunk of language out loud.

Silent repetition occurs when the learner is silently practicing in his/her mind, trying either to remember, comprehend, visualize or reproduce the language. Silent repetition is what we do between looking up an unfamiliar telephone number and dialing it -- repeat it over and over in our mind until it is dialed. It is basically a short-term memory way of maintaining or remember something until we either forget it or it gets pushed into long-term memory.

Written repetition is copying or practicing orthography, vocabulary or syntax in multiple written form.

NOTES

It is well-known that repetition is essential to language learning. The language teacher's problem has always been how to provide adequate repetition in a sufficiently varied or disguised format and context to maintain student interest.

Students need to be made aware of how vital repetition is to their learning. Understanding the benefits of an activity may help to ameliorate possible boredom or at least make it tolerable. One has only to watch students doing calisthentics or exercises in preparation for sports to realize that they're willing and able to do repetitive activities when there is a definite goal they want to achieve. Also, students can often give suggestions as to creative and fun ways to vary repetition.

The most important suggestion you can give your students about repetition they do on their own is: "**Vary the ways in which you repeat.** Manipulate the material to be learned in as many ways as possible. Say it aloud. Silently. Visualize it. Make up sentences. Write it. Study it with a friend."

EXAMPLES

"Review" is repetition.

Silent: Memorizing lines of a dialog/play.

Listening: Listening to a passage several times.
Write 5 different sentences using a new word or phrase.
Revise a passage you have written.

Oral repetition: "I'm going to ____ and I'm going to take (A) (B) (C) with me."
(Each student must repeat all of the preceding and add one.)

Reading: Reread a selection several times, each for a different purpose.
Underline X each time you see it in a given passage.
Read flashcards.

Written: Group given 1 copy of a play/script; must make copy for each member of the group (pre-xerox setting!)
Write flashcards.

Guide	How and Where Repetition is Taught
Reading	
Speaking	Tip, to help in memorizing, page III-65
Writing	
Listening	Tip: silent repetition to assist comprehension, page III-71

Resourcing

Definition: Using available reference sources of information about the target language, such as dictionaries, textbooks, and prior work.

Synonyms: Research(ing)

Name in L2: Utilizar recursos
Se renseigner; chercher de l'aide

DESCRIPTION

Listening: Paying attention to vocabulary and syntax used by other more advanced speakers, to provide structures that the learner can use. (This form of resourcing uses people, not books, as sources of information.)

Reading: Looking at the rest of the body of written material for clues and models of correct language usage and meaning.

Writing: Using reference sources to find the word(s) or structure(s) needed.

Speaking: Utilizing the questioning strategies to solicit information from other speakers (see "Questioning"). This particular use of resourcing can also be considered **cooperation**.

NOTES

At some point students will need to go beyond the limits of the L2 they have learned; they need to be taught how to do this competently. We have all received assignments, whether written or oral, for which students have not utilized any resources, but have simply invented cognates or structures and hoped for the best! Or ones in which students have used a reference source such as the dictionary, only to take the first word or phrase given (usually wrong!) and put it in an incorrect context.

In terms of listening/speaking, students must be repeatedly reminded to concentrate their attention on how the message is being communicated as well as what the message is, to repeat silently (repetition) the word(s) or structure(s) they need, and then to transfer the same to their own oral production as soon as possible.

With regard to reading and writing, students are likely to turn to references such as dictionaries. It is therefore important for the teacher not to take for granted that they know how to use one properly. At lower levels students should stick to dictionaries which include context phrases or sentences in both languages so that they: (1) can be certain they have the correct meaning, and (2) can see how everything fits together syntactically and imitate it. They need to know how bilingual dictionaries differ from monolingual ones, what the various abbreviations mean, how to distinguish between definitions of syntactically different usages of the same word (verb vs. noun), and how to cross-check the definitions in the L1 and L2 parts of the dictionary. Constant reminders, and pointing out examples of models or information available in the body of tests which would have helped them answer questions on the test, are practical ways of showing students a productive reason for resourcing within the document itself.

Students also need to be warned against over use of resourcing. Learning to work within what they know in the L2 is an important language skill and helps students avoid the frustration of trying to translate utterances beyond their L2 proficiency. Students need to develop other strategic responses to L2 situations besides resourcing, such as using the strategy of substitution (finding another way to communicate their idea).

Guide	How and Where Resourcing is Taught
Reading	
Speaking	
Writing	Tip: to be used only during revising stage, page III-62
Listening	

Grouping

Definition:	Ordering, classifying, or labelling material used in a language task based upon common attributes; recalling information based on grouping previously done.
Synonyms:	Relating, classifying
Note:	Considered a part of the larger strategy of elaboration
Name in L2:	Agrupar; Clasificar; Relaccionar Classifier

DESCRIPTION

Useful as an aid in learning and recalling L2 material.

Trying to mentally associate related vocabulary in order to recall it for oral or written production. Classifying and labelling vocabulary or structures according to any related system.

NOTES

Grouping based upon semantic relationships has long been the basis for most textbook vocabulary -- units of foods, clothes, family vocabulary, etc. In texts, grouping is also used for syntactical relationships, such as the formation of adverbs, learning prepositions, etc.

Somewhat more recent is the idea of functional groupings -- how to request, refuse, praise, etc. So this is not a new concept to either teacher or student!

However, both should understand that there are many ways to group, and students should be allowed and encouraged to come up with grouping patterns that make sense for them, and which help them remember, even if they differ from the ones we are accustomed to.

EXAMPLES

We tend to teach verbs by conjugation paradigms of each particular tense. Do students see other ways of classifying or remembering that might be more useful to them?

Can students produce a sentence or mnemonic device that will help them remember vocabulary? (See GAFAS, a mnemonic device you can teach your students to help them remember strategies useful when listening.)

Guide	How and Where Grouping is Taught
Reading	
Speaking	Tip, to assist in memorization and recall pages III-69 and III-73
Writing	
Listening	

Note-taking

Definition:	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance or recall of a language task.
Synonyms:	Taking notes, jotting down, circling
Name in L2:	Apuntar, apuntando; Tomar apuntes Prendre des notes

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DESCRIPTION

Listening/Reading: Making any kind of marks on paper to show either that you have heard, read, understood or evaluated something in the L2.

Speaking/Writing: Jotting down ideas, words, phrases, concepts to aid in either spoken or written production. The mere act of writing something down is a form of repetition and an aid to memory.

NOTES

The phrase "note-taking" tends to conjure up the image of writing down facts given in either oral or written form, as in a lecture or a reading selection, but it is actually much broader. Making a check mark each time a certain work or structure is heard, or writing down numbers heard are forms of note-taking as well. Dictation is an extreme example of note-taking. Spot-dictation is a form of note-taking which can be used to teach students the key words in a selection.

Generally speaking, students don't seem to take notes in FL classes, at least not when we want them to! (And conversely, teachers whose memories go back to audiolingual days will remember how often nervous students tried to write down material they thought they couldn't remember -- often with disastrous results -- when what we wanted them to do was just listen to understand or repeat.)

As every teacher's style is different, only you can decide how you feel about students with pen/pencil in hand during various phases of classroom instruction. If your explanations, for example, differ from those of your textbook, or you amplify the semantic or syntactical material, y may want to specifically instruct your students to keep a notebook, take notes on this material and periodically review it.

At some point in L2 instruction, when the body of material with which the student is dealing is more complex and longer in format (i.e., listening to a short lecture), students may need specific instruction and practice on how to take notes in the L2 without losing the thread of the material they are hearing or reading.

Keep in mind that note-taking focuses on content, not on form; it can even be done in L1.

Although explicit lesson plans addressing the strategy of note-taking are not included in any of the guides, this strategy can be used well in combination with selective attention. For example, you can ask students to make a check mark everytime they hear a certain structure in a dialogue.

Substitution

Definition:	Selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task.
Synonyms:	Circumlocution, approximating, paraphrasing
Name in L2:	Substituir; substitución; circunlocución Substituer

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DESCRIPTION

In the productive skills, this strategy is virtually any way one can get an idea across when the exact words or structures are unknown. It may mean defining a word/phrase which is lacking in the L2 (boss = the person you work for), making a question instead of a command (Can you pass me the salt? = Pass me the salt), all the way to drawing a picture or acting something out in hopes of having the necessary information supplied by other speakers. It may mean changing written production at a creative level to conform to the limits imposed by the current knowledge of the L2.

NOTES

Of all of the strategies students use in L2, substitution may be both the most frequent and, at the same time, the most under-utilized. It is very common for a student to "lock in" on the specific word, phrase or construction he wants to say in his own language, and then either give up finishing his sentence in the L2 because he doesn't know it or head immediately for a dictionary or other resource to look it up.

Perhaps one of the hardest tasks a teacher faces is to realize that substitution must be taught and to help make substitution a more automatic response t the problem. One way a teacher can help students become accustomed to this is to constantly provide examples of circumlocutions for them. Instead of translating words or phrases, rephrase them in simpler words. Crosswords with definitions given in the L2 provide training for substitution. Asking students to describe, either orally or in writing, current or idiomatic phrases in English to a speaker of the L2 ("slumber party", "cheerleader", "potluck dinner") is an interesting exercise which could easily simulate real experiences; such phrases are often not even found in dictionaries, an added bonus, as the student has no choice but to substitute/explain.

Making clear to lower level students that it is perfectly acceptable to be content with an approximate message which is simpler and less precise and which reduces the topic to essentials often helps relieve some of their anxiety, while teaching them an important skill!

Making certain that students are not always allowed recourse to reference materials, or are given extra points or credit for not using them, is good training for real-life situations when one will either be without a dictionary or need immense pockets!

Guide	How and Where Substitution is Taught
Reading	
Speaking	Explicit instruction, page III-101
Writing	during composing stage, page III-43
Listening	

Elaboration

Definition:	Relating new information to prior knowledge; relating different parts of new information to each other; making meaningful personal associations to information presented.
Synonyms:	Using background knowledge; thinking in the L2; using what you know; grouping; imagery; staying within your L2 means; transferring; relating; associating
Name in L2:	Relacionar; ampliar; desarrollar; utilizar lo que ya se sabe Utiliser des connaissances déjà acquises; Utiliser ce qu'on sait déjà

Elaboration is a very important learning strategy with a multitude of manifestations. In these guides, it is referred to and taught in many ways, under many names, each capturing a different aspect of the strategy.

DESCRIPTION

To elaborate basically means making connections and seeing relationships and similarities. These connections and relationships may be strictly linguistic, both within the L2 (if I know "alegremente" means "happy" with an "ly", then "facilmente" may mean "easy" plus an "ly"), and between L1-L2 (cognates). They may also be between experience and language (if this is a phone call, and if it's at all like most phone calls, that first phrase I heard must have been their way of answering the phone).

We learn and understand new material within the framework of what we already know. Connecting new material to what we already know is elaboration. We also use what we know to make educated guesses (inferences) about material we do not immediately understand. For this reason, elaboration, or using what you already know, is an essential component of successful inferencing, as can be seen in the examples given in the paragraph above.

NOTES

Many students are simply afraid to elaborate, particularly for the purpose of making inferences. Good language learners are risk-takers, and to make assumptions and look for connections is to take the risk of being wrong. The student who has to ask "Does 'automovil' mean 'automobile'?" is too nervous to take a chance on what he already knows; he needs a teacher's assurance that he is right. The student who insists he "doesn't understand" what you're saying when you smile, point to yourself and say "My name is X" within the context of an introductory lesson simply is reluctant to relate what he already knows about human behavior and relationships to a new linguistic experience.

How can we encourage these students to take chances, to make associations and to develop the strategy of elaboration and the combination of elaboration to support inferencing? Constantly asking about relationships or having other students point them out help. Throwing in hints like "It seems like X", or suggesting visual imagery help expand the students' elaboration repertoire. "Game-type" activities such as guessing occupations for "What's My Line?" help. Above all, maybe we shouldn't tell students everything, at least until we've given them a chance to figure out some things on their own. For them to become risk-takers, we have to let them take risks!

See examples of various types of elaboration and closely-related strategies contained in the "Integrating and Applying Strategies to Your Text" section. As has been said, "Elaboration" and "Inferencing" are closely related, and work very well together.

Guide	How and Where Elaboration is Taught
Reading	Cognates, page IV-15 Using background knowledge, page IV-43 In combination with predicting, page IV-110
Speaking	Tip: working within what you know in the L2, page III-61 Tip: grouping to improve memorization and recall, pages III-69 and III-73
Writing	Using what you know in the L2, a component of thinking in the L2 during planning, page III-29
Listening	In combination with predicting as a pre-listening strategy, page III-29

Summarization

Definition:	Making a mental or written summary of language and information presented in a task.
Synonyms:	Abstracting
Name in L2:	Resumir; hacer un resumen Résumer

DESCRIPTION

To summarize is to verbally or in writing reduce an oral or written passage to its essentials.

Summarization can be utilized mentally to re-state the main points of each division of an oral or written text (assuming sufficient pause between divisions is given when work is oral).

NOTES

As in Note-taking, there is a tendency to view this strategy as an upper-level one, related to longer reading passages, for example. In reality, however, it is a very basic skill which we use daily when we convey the essence of a conversation ("We talked about how hard that exam was!"), when we relay a message ("He said he wants to go; he'll call."), in writing book reviews, in news reporting, and so on.

It is a strategy that can be used from the very beginning levels. Students may be asked to sequence a series of pictures with speech balloons depicting people being introdued, or to choose or produce a title for a short passage, or select a topic sentence to begin a paragraph. At more advanced levels they can be asked to abstract a fairly long selection down to its basic concepts, or to listen to a lecture and state its main points.

Guide	How and Where Summarization is Taught
Reading	
Speaking	
Writing	
Listening	Tip, during post-listening verification, page III-67

Translation

Definition: Rendering ideas from one language to another in a relatively verbatim manner.

Synonyms:

Name in L2: Traducir; traducción
Traduire

Translation is a strategy that language learners certainly use. It is included in the lesson plans contained in these guides, not as a strategy that needs to be explicitly taught to students or mentioned as a tip, but rather discussed with the class and discouraged. Other strategies such as **thinking in the L2** when writing are suggested as more efficient and L2-strengthening strategies to be developed.

NOTES

Translation supposes a one-to-one correspondence between two languages, and, based upon that supposition, is an attempt to substitute an L2 noun for an L1 noun, a literal translation for an L2 idiom, or an L2 structure for an L1 structure.

Although translation wholesale is not, in the long run, the most effective strategy, there are moments when a teacher needs to keep it in mind.

First, unless the learner is in an immersion situation -- and even then -- we are only fooling ourselves if we think students can be kept from translating. Also certain stock phrases can fairly quickly lose their translation status ("Good morning", "How are you?"), in most lower level classroom situations it is impossible to provide so much repetition and direct association practice that the majority of the material does not go through a translation phase. And even in very common phrases such as "My name is ..", we have all heard "Me llamo es" enough to know that there is still translation interference well into second language study. If we accept that students will translate (after all, we do learn most things based upon what we already know!), then we must find ways to minimize the false concept of one-to-one correspondence and utilize the strategy to our advantage.

Second, there are nuances of meaning which, without long-time immersion in a second language environment, are very difficult for the learner to catch, and which are not easy to convey with total accuracy through visual imagery. One example is the problem of the preterit-imperfect contrast in Spanish, where which tense is used often depends entirely upon the meaning one wishes to convey rather than inherent conditions within the sentence.

What, then, should the teacher do?

1) Utilize translation sparingly and briefly when its use will quickly resolve a problem that might otherwise remain misleading or confusing to the student.

2) Be alert for signs of student translation and ready to consistently steer the exchanges back into the L2 and to provide other strategies for the student to use (e.g., substitution).

EX: Student produces "Juan realizó que eran las dos."
Teacher: Mira. (Writes on board)
Juan realizó su sueño de hacerse doctor.
Pepe se dió cuenta de que tenía hambre.

3) Remind students that eventually they must move away from exclusive reliance on L1 and try to think and work within the L2 as much as possible.

Guide	How and Where Translation is Mentioned
Reading	
Speaking	
Writing	Avoid translation, think in the L2 during planning and composing, use subtitution during composing, pages III-29 and III-48
Listening	

Inferencing

Definition:	Using available information: to guess the meanings or usage of unfamiliar language items; to predict outcomes; or to fill in missing information.
Synonyms:	Guessing, predicting, deducing
Name in L2:	Inferir; predecir; deducir; adivinar Déduire; inférer; deviner; prédire

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DESCRIPTION

Inferencing involves making informed guesses or predictions about meaning, based upon either situational or linguistic contexts or previous knowledge. One can infer, or reason deductively, the weather from a description of what someone is wearing, or a relationship from the level or register of language being used; one can predict what may follow "Thank you" or "How are you?" based upon one's knowledge of the world (elaboration).

NOTES

(See also notes under "Elaboration": these two strategies work closely together.)

We make inferences all the time in our own language, often subconsciously. We infer or deduce based upon everything from the tone of voice and demeanor ("It wasn't what he said, but how he said it") to linguistic clues leading to "the butler must have done it because ..."

Inferencing between languages works totally only when the linguistic and/or cultural concepts are roughly equal. Since they often are not, the teacher must be aware of what can reasonably be expected of students and what kind of help is needed.

The first type of inferencing is tricky, and requires explanation and/or experience within the L2 culture. A smile does not universally imply happiness, nor a rising intonation a question. The more obvious of these contrasts will undoubtedly have to be taught where appropriate; in a classroom setting they are dependent upon instruction, not deduction.

The second type primarily depends upon a certain sense or development of logic, which can be taught and should be practiced -- but which can also involve cultural knowledge that needs to be explained. For example, when comfronted with the statement that a person went to visit a friend on the other side of town, it may be logical in an industrialized culture to infer that the person went in a car. However, this inference would probably not be logical in an under-developed country. Knowing something about a story personage's character and actions can help you infer whether descriptive vocabulary in subsequent passages might be positive or negative.

Do the cultural caveats mean that, in a practical sense, inferencing is not a useful strategy in a classroom situation? Not at all. Students can be asked to infer information that will help them understand new vocabulary from photos or illustrations in printed texts, from background noises in audio texts, or to predict what will follow in a particular sequence of events. Advance organizers such as questions, true-false, incomplete sentences, etc., can help them develop this skill, particularly if these organizers do not reproduce the text verbatim.

Guide	How and Where Inferencing is Taught
Reading	as Predicting (in combination with Using Background Knowledge), page IV-107
Speaking	Guessing meanings of unfamiliar items used by one's conversational partner, as a step in resolving comprehension difficulties, page III-121
Writing	
Listening	as Predicting (in combination with Using Background Knowledge), a pre-listening strategy, page III-29 Guessing meanings of unfamiliar items, as a step in resolving comprehension difficulties, page III-69

Questioning

Definition:	Asking for explanation, clarification, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.
Synonyms:	Asking questions; appealing for help
Name in L2:	Pedir ayuda Poser des questions

DESCRIPTION

Listening: Letting someone know that you have not understood what they have said. This can be non-linguistic, as in shrugging your shoulders or looking puzzled, to saying something ranging from "What?" (see final note) to "I don't understand" to "Please explain 'incorporated' to me."

Speaking: Aside from the use of speech to explain that you have not understood a verbal or written text, one can question to ask for help, to elicit unknown forms: "What do you call 'a machine that copies from books'"? One can also check to verify that the word just used was correct: "Is 'Xerox machine' right for a machine that copies from books?"

NOTES

Two of the standard phrases in most beginning texts are "Please repeat" and "Speak more slowly, please".

In the first case, there are two possibilities:

1) The person will repeat exactly what was said, but the learner still doesn't understand; there is obviously a definite limit (probably twice) as to the number of times anyone will ask for repetition.

2) Often people don't repeat exactly, they rephrase -- which may turn out to help, if the changed phrase is something the learner knows -- but it will not explain the original answer or help the learner deal with similar answers in the future. The learner doesn't grow in L2 knowledge without learning to clarify words he doesn't understand and adding them to his vocabularly.

In the second case, what a native considers "slow" usually differs greatly from a non-native. Furthermore, often the problem isn't resolved even if they do slow down, either because there are key words which are unfamiliar, or word-linkage prevents the hearer from identifying the component parts correctly.

Therefore, while both phrases are useful, and will work sometimes, it is crucial that the student be:

1) taught to identify what it is that appears to be the comprehension obstacle;

2) to decide whether resolving it is actually critical or not, and

3) what kinds of questions can be used to elicit the desired information.

(It might appear that a word or phrase is causing comrehension problems it would automatically be necessary for the learner to deal with it. In reality, many students tend to overlook the relative importance to the message of <u>any</u> chuck of language they don't understand. The minute they hear something that seems unfamiliar, they feel they can't understand the basic message.)

Students should be taught right away the polite ways to say "What?" in the L2 in the sense of "What was that again?" Once they learn the interrogative equivalent for "What?", they tend to carry over its usage to this meaning, something that can come across as being quite rude in the L2.

Guide	How and Where Questioning is Taught
Reading	
Speaking	to resolve listening comprehension difficulties in a conversation, page III-119 to ask for needed information, page III-129 to resolve problems of comprehensibility, page III-135
Writing	
Listening	to resolve listening comprehension difficulties in a conversation, page III-76

Cooperation

Definition:	Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
Synonyms:	Group work, pair work
Name in L2:	Compartir ayuda Coopérer; travailler ensemble

Cooperation is not so much explicitly taught as a strategy in these guides as it is used to structure activities, having students work in pairs or small groups to complete a task or check each other's work.

DESCRIPTION

Cooperation is usually associated with students working in pairs or small groups. Whole class cooperation is also essential, since all class work is solving problems, pooling information, checking learning tasks, modeling activities, and getting feedback on performance (plus teacher giving new material).

NOTES

Some teachers question the concept of having students work together because of their tendency to revert to English and, more importantly, to consider the result as being more important than the process. Teachers who regularly have their students work together in small groups do so because it gives more opportunity for each student to practice, it allows students to share their knowledge and to benefit from each other's strong points (at least in theory), and because it is a non-teacher-centered activity.

Language learning is risky for young people. Students can cooperate more fully when they clearly understand that everyone will have problems, everyone will make mistakes, and that the process of working together to use the language and learn from mistakes is a valid way to work on learning a foreign language.

In order to keep students on task when cooperating, we suggest that you limit the time students are given to complete the activity. It may also be helpful to assign roles to the students in the group, so that each has a well-specified responsibility. Some roles can be: Moderator (who keeps the group working and makes sure that everyone contributes); Secretary (who writes down all group decisions and compiles the written document that the group hands in); Monitor (who supplies needed L2; identifies and

possibly corrects mistakes, perhaps after the task is completed; and who makes a list of L2 difficulties the group had); Reporter (who reports the group's findings to the class); and Thinker (everyone in the group, who share responsibility for contributing ideas).

Guide	How and Where Cooperation is Taught
Reading	as pair work or group work for most reading activities
Speaking	as pair work or small group work for Macro-tasks (see Appendix) and selected speaking activities (such as the Recall Game, page III-73)
Writing	as a part of Checking Back, used during the revising stages, page III-65
Listening	as pair work or group work during pre-listening, pages III-30 and III-43

CHAPTER TWO.

LEARNING TO LISTEN

This chapter provides an overview of the approach to listening comprehension that has guided our strategy instruction and some general suggestions for ways to teach listening strategies. The next chapter consists of lesson plans and student worksheets for learning strategy instruction in listening, including sample scripts of the teacher's think alouds, or modeling of the strategies, and suggestions for listening materials.

What is Listening Comprehension?

Listening in general is the least concrete of the language skills. Speaking appears to be more concrete because you can hear and see a person speaking, while reading and writing have text on paper as concrete representations of a process. In listening, however, only the listener knows if listening, let alone comprehension, is actually taking place.

Even in one's native language, listening for comprehension is an active process. A listener must actively attend to oral input to perceive the sounds of a message. The listener then has to match the perceived sounds to meaning, using his or her knowledge of grammar and vocabulary. Finally, the listener must find relationships between the incoming message and information stored in memory in order to decide what to do with the message. These processes have to take place very quickly

because new information keeps coming at the listener and the listener has no control over the speed of the incoming information. In fact, listening is the only language skill over which an individual cannot control the rate or speed of input and output. Fortunately, language has a lot of built-in redundancy, so if we miss one part of a message, we can usually piece together the meaning from the parts that we did catch.

All of the above discussion applies to listening in one's native language or in a language in which one is highly proficient. For foreign language students, however, listening to a foreign language is much more difficult. It's much harder to piece together the meaning of a message that's only partially attended to or comprehended because one has a much smaller language database to pull missing words from. That's why it is so important for foreign language students to really focus their attention when listening. When foreign language students listen to a tape, the difficulty of comprehending is increased because visual cues are missing. In this case, the teacher may compensate by limiting the amount or difficulty level of the material to be listened to, or by limiting the task required of students.

Listening comprehension is enhanced when students consciously plan for the listening activity. Planning can involve consciously eliminating distractors so that complete attention can be given to the listening text. Planning also involves setting goals for listening. When students know exactly what to listen for, the listening task is made easier because extraneous information can be ignored. Finally, planning involves calling up one's prior knowledge of the listening topic and anticipating the words, phrases, and types of information one may hear.

When students plan to listen in this way, they often find that the actual process of listening and comprehending is much more manageable. If they have been able to predict some of the words and phrases that do actually appear in the listening text, the listening task becomes much less overwhelming. On the other hand, if their predictions are inaccurate, they may find the listening task even less comprehensible. The teacher's job, it seems to us, is to help students make astute predictions in the planning phase of listening to make the actual listening easier and to develop more active and purposeful listening strategies. In the research upon which this guide is based, we found that students who predicted the type of information they might be going to hear and then listened specifically for that information were effective listeners. Not only were they able to understand the L2 more easily than students who were passive in their approach to listening comprehension, but they were also more likely to be able to identify exactly where breakdowns in comprehension had taken place. This active approach to listening assisted students in two ways: it helped them maintain their attention to the listening text and it helped them continue to listen even after encountering unfamiliar words and phrases. In contrast, ineffective students who were passive in their approach to listening were easily distracted from the listening text and simply stopped trying to understand as soon as they encountered the first unfamiliar word or phrase.

Once listeners have obtained information through listening, the ideas are generally put to work in various ways. They can be compared with prior knowledge, stored in memory, re-told, written down, or applied to a problem. In a foreign language class, for example, students might retell a story, answer questions based on the listening

text, write a summary, or take a test. Typically, when we listen, we know our purpose and how we intend to use what we hear. Therefore, it is important for students to know what they are expected to do with the listening material. The more concrete, interesting, or personally relevant the student finds this utilization of information to be may have a significant effect upon his or her willingness to engage fully in the listening task.

Furthermore, research has shown that students do not generally focus upon the L2 grammatical forms used to express the message; rather, they rely heavily upon word meanings as the key to understanding the text. This suggests that the task given the students to do in conjunction with the listening should focus on deriving and utilizing meaning, not grammatical structures.

The purposes of the strategy instruction for listening comprehension in the lesson plans that follow are to make students aware of the listening process and to teach them some strategies associated with effective listening. Using these strategies will assist them in planning for listening, comprehending during the listening process, and using information gained through listening.

Guidelines for Listening Strategy Instruction

Students need to understand that listening is an active rather than a passive process. Teachers should explain that listening requires at least as much effort as speaking, and that it is the foundation for language proficiency. If their speaking is imperfect, students may still make themselves understood through gestures and other visual aids; if they cannot understand what is said to them, however, they cannot

carry on a conversation or even understand the answers to their questions.

A second suggestion is for teachers to model the listening process. It is helpful for students to see how the teacher prepares for a listening task, monitors comprehension during the task, uses strategies to figure out what an unknown word means, and then applies the information gained through listening.

A third suggestion for listening comprehension instruction is to show students how to plan for listening. They need to identify their goals for listening, look over the questions or exercise to be done after listening, and call up all their prior knowledge about the topic they will be listening to.

A fourth and critical suggestion is that teachers give careful thought to the interaction between the text material they give students to listen to and what they ask students to do with that text. Students can be exposed to more difficult text if their associated task is a simple one. Conversely, the text can be kept easy and the task be made more complex. In any event, all listening activities should provide students with a clear reason to be listening.

In the lesson plans for listening comprehension strategy instruction that follow, we suggest specific ways for incorporating these ideas into your foreign language classroom.

How to Begin

Don't be overwhelmed by all the information in this guide. It is not necessary to give all tips and teach all strategies at once, or even teach the entire guide in one year.

Start with yourself. Ask yourself what you most want your students to know how to do when they listen.

> For example: Do you want them to learn the importance of focusing their attention upon what is being said in the L2? Then talk to them about the difference between L1 and L2 listening and the importance of **directed attention**, and teach them a mnemonic such as GAFAS or BANDES. Do you want them to get ready for listening by predicting what L2 words they might hear? Then take a few minutes and let them predict before listening. Do you want them to be able to question for more information, to clear up comprehension difficulties? Then teach the lessons on questioning.

Identifying what listening skills you most want your students to develop will help you identify what strategies you want to teach and what types of discussions about listening you want to have with your students.

Start small. Don't try to teach too much too soon. Choose one strategy (or reading discussion) to concentrate upon. Look for opportunities in class to introduce the strategy or remind students of its existence and how it's used.

> For example: Decide that, this week, you're going to introduce **directed attention**. Use the ideas in this guide. Every time you have the students listen, remind them to direct their attention to what is being said ("GAFAS, ¿Dónde están las gafas?") and to tune out distractions. When you see a student writing a note or fiddling with papers, instead of paying full attention, say, "I see distractions in this classroom, let's get rid of distractions and listen." Let your mind focus on this one strategy and try to make its uses connect to your normal classroom routine.

Realize that you are learning, too. The teachers involved in creating these materials and using them in their classrooms reported that, like using a textbook for the first time, they went through a process of acquainting themselves with the strategy instruction and how best to provide it.

In the beginning, the process was slow and highly conscious. The first time they taught the strategies or held the preparatory discussions, they felt awkwardness and uncertainty about how they were doing. They felt they had missed opportunities to illuminate the strategies for the students. Many ideas occurred to them as to how they might provide the strategy instruction the second time. As they familiarized themselves with the strategies, they began to see how better to connect the instruction to their normal class routine and to incidents that arose in their classroom.

In short, allow yourself ample learning time. That's the advantage of starting small, building a piece at a time, introducing a little bit this year, adding some next year.

But start! Starting is the hardest part. Decide on one tip to give students this week and do it. Or hold a preparatory discussion. Or pick one strategy and teach it. But start!

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Chapter Three.

Lesson Plans for Listening Strategy Instruction

Preparation
Discussions of Listening:

Listening in L1
(Days 1 and 2)

Listening in L2
(Days 3 and 4)

Overview of Listening Strategy Instruction
(Day 5)

I. Preparation Discussion: Listening in L1

Purposes:

- Students activate their prior knowledge about listening in L1.
- Students discuss the process of listening in L1.
- Students develop metacognitive awareness of selves as listeners.

Materials: Student Worksheets 1 and 2

Instruction:

Day 1 (Parts A, B, and C)	10–15 minutes
Day 2 (Parts D and E)	10 minutes

Focus of Instruction

Part A	Teacher	Orient class to listening discussion	1 minute
Part B	Small Groups	What kinds of things do I listen to?	5 minutes
Part C	Whole Class Discussion	Small groups share their ideas	5 minutes
Part D	Small Groups	What do I do when I listen in my own language?	5 minutes
Part E	Whole Class Discussion	Small groups share their ideas	5 minutes

I. Preparation Discussion: Listening in L1

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Orient class to discussion on listening (Teacher) Tell Ss that this year they will receive instruction on how to become better and more resourceful listeners. However, before instruction begins, they need to think about what listening actually means. Today you'll begin by discussing listening in English.	1 minute
B. What kinds of things do I listen to? (Small Groups) Distribute Student Worksheet 1. Have Ss get into small groups. Tell them that the first activity is making a list of the different types of listening situations in L1. They should come up with as many different types of listening situations in L1 as possible. Have them write their ideas on the worksheet. Afterwards they will share their ideas with the rest of the class.	5 minutes

Examples of Listening Activities

Lectures	Listening to the radio
Classroom discussions	Watching TV, films, plays, etc.
Face to face conversations	Announcements in airports
Telephone conversations	

Student Worksheet 1
What Do We Listen to in Our Own Language?

Work with a partner or with a small group of your classmates. Come up with a list of situations in which you listen in your own language. Try to list as many situations as possible. If you have trouble thinking of listening situations, think about what you listen to during the course of a day. Be ready to share your ideas with the class.

Student Worksheet 2
How Do We Listen in Our Own Language?

Work with a partner or with a small group of your classmates. Pretend you are listening to a lecture on the causes of the Civil War as presented in a history class. Then answer the questions below about what you would do as you listen to this lecture in English. Don't discuss the actual causes of the Civil War, but rather focus on how you would listen to this lecture. There are no right or wrong answers—there is only what you do when you listen! Be ready to share your ideas with the class.

1. When you know you are going to be listening , do you do anything to get ready?

_____

_____

2. What do you do while the teacher is talking?

_____

_____

3. Do you do anything to help yourself remember what is being said?

_____

_____

4. Do you do anything after the lecture is over?

_____

_____

5. What do you do if you don't understand something?

_____

_____

6. What do you do if your attention wanders?

_____

C. Small groups share their ideas — 5 minutes
(Whole Class Discussion)

Have each group read their list of listening situations in L1. Write some examples from each group on the board. After all the groups have reported back, go through the list on the board and ask Ss if the situations take place in the classroom or in the real world. Ask Ss if they think they listen differently depending on the type of situation. Then ask Ss in which of the situations is listening more difficult and why.

D. What do I do when I listen in my own language? — 5 minutes
(Small Groups)

Have Ss get into small groups and hand out Student Worksheet 2. Tell Ss that now they are going to discuss what they do when they listen to L1. Frame discussion around listening to a hypothetical lecture (i.e., the causes of the Civil War, presented in history class). Tell them to discuss the questions on the sheet and to write their answers down. Afterwards, they will share their findings with the rest of the class.

E. Small groups share their ideas — 5 minutes
(Whole Class Discussion)

Go through the questions on Student Worksheet 2 and have each group briefly share their answers with the rest of the class. Write some of the key points on the board, focusing on student behaviors before, during, and after listening.

Conclude the discussion by telling Ss that tomorrow they will have a similar discussion about listening in L2. They will also have an opportunity to listen to an L2 passage and then analyze their listening experience.

Tell Ss not to lose their Student Worksheets.

II. Preparation Discussion: Listening in L2

Purposes:

- Students listen to a passage in L2.
- Students analyze the listening processes they used to listen to L2.
- Students compare listening in L2 to listening in L1.

Materials: Student Worksheets 2 and 3
Classroom listening tape

Instruction: Day 3 (Parts A, B, C, and D) — 15 minutes
Day 4 (Parts E and F) — 5–10 minutes

Part A	Teacher	Orient class to listening in L2	1 minute
Part B	Students	Listen to an L2 passage	2–3 minutes
Part C	Small Groups	What do I do when I listen to L2?	5 minutes
Part D	Whole Class Discussion	Small groups share their ideas	5 minutes
Part E	Whole Class Discussion	How does listening in my own language differ from listening in a foreign language?	5 minutes
Part F	Teacher	Summarize foregoing discussions	1-2 minutes

II. Preparation Discussion: Listening in L2

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Orient class to listening in L2 (Teacher) Remind Ss of their discussion of listening in L1. Tell them you're going to follow up on this discussion and talk today about listening in L2.	1 minute
B. Students listen to an L2 passage (Students) Tell Ss that they will listen to a short L2 listening passage. Afterwards they will get into small groups and discuss how they listened to L2. Play a short listening passage for the students. Choose something that you would normally use in class and that corresponds with whatever you are presently doing in class.	2–3 minutes
C. What do I do when I listen to L2? (Small Groups) Have Ss get into small groups to discuss how they listen to L2. Hand out Student Worksheet 3. Tell Ss to answer the questions on the worksheet based on the passage they just heard.	5 minutes
D. Small groups share their ideas (Whole Class Discussion) Go over the questions on the worksheet with the each group reporting their answers. Focus attention on what Ss did, if anything, before, during, and after listening. Ask Ss if they had any specific problems. Write some of the key student comments on the board under "When I listen to L2."	5 minutes

Since students may listen differently depending on whether the situation occurs in the classroom or in the real world, you may want to ask Ss if they think they would do anything differently in another situation. Some examples of real world listening that you might use are: buying a plane ticket in the L2 country, or going to a party where only L2 is spoken. Remember to focus on what they would do before, during, and after the situation.

Don't be surprised if students have little to say about their L2 listening behavior, particularly what they do to get ready for listening. They understand the importance of preparing for something active, but may perceive listening as passive. They also may never have thought about the act of listening at all.

E. How does listening in my own language differ from listening in the foreign language? 5 minutes
(Whole Class Discussion)

Here, Ss will discuss what differences they find in how they listen to English versus L2. First have Ss take out Student Worksheet 2 from the previous day's discussion of listening in L1. Write some of the students' comments on the board under "When I listen to L1." Then compare these comments with the comments under "When I listen to L2."

If Ss neglect to mention it, point out that L2 listening requires a much greater level of concentration and attention than listening to one's native language. You can't listen with half an ear to L2 the way we tend to do with our own language.

E. Teacher summarizes foregoing discussions 2–3 minutes

Summarize the foregoing discussions:

- Focus upon differences between L1 and L2 listening. What were the major differences noted, particularly in terms of what the students do?

- Ask: "Do you think we all listen in the same way?" (The answer, hopefully, should be "no.")

- Use examples from students as to how listening processes can be different for different people.

- Ask Ss if they think of themselves as active or passive participants when listening.

Conclude by telling Ss that tomorrow you'll discuss why listening is such an important skill and how they can become better listeners.

Student Worksheet 3
What Do You Do When You Listen to a Foreign Language?

The questions below will help you think about how you listen in a foreign language. Work with a partner or a small group of your classmates. Answer the questions based upon what you just did as you listened. There are no right or wrong answers—only what you did when you listened. Be ready to share your answers with the rest of the class.

1. Did you do anything before you listened or to get ready to listen? If so, what did you do?

_____

_____

2. What did you do while the person was talking?

_____

_____

3. Did you do anything after you finished listening?

_____

_____

4. What did you do if you didn't understand something?

_____

_____

5. Did your attention wander? If so, what did you do?

_____

_____

III. Preparation Discussion: Overview of Listening Strategy Instruction

Purposes:

- Ss focus upon listening as a cornerstone L2 skill.
- Ss gain an initial understanding of the listening strategy instruction they will receive throughout the academic year.

Materials: Listening Strategy Worksheet (shell)

Instruction: Day 5

Focus of Instruction

Part A	Teacher	Orient class to listening instruction	1 minute
Part B	Whole Class Discussion	Why is listening the cornerstone L2 skill?	5 minutes
Part C	Teacher	Provide overview of listening strategy instruction	2-3 minutes

Total time: 8–10 minutes

III. Preparation Discussion: Overview of Listening Strategy Instruction

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Orient class to listening instruction (Teacher)	1 minute
Remind Ss of their discussion of listening in the native language versus L2. Tell them you're going to spend a few minutes following up on that listening discussion.	
B. Why is listening the cornerstone L2 skill? (Whole Class Discussion)	5 minutes
Ask Ss "Why might you consider listening to be the cornerstone skill in learning a foreign language?"	
Don't be surprised if Ss don't know how to respond. They have probably never given thought to how important listening is. Prompts:	
- Which do you do more of in the L2 classroom, read, write, listen, or speak?	
- Which do you think you, as a non-native, would do more of in an L2 country—speak, listen, read, or write?	
- Which do you think you do better, speak or understand the L2?	

Points You May Want to Make

Listening in the Classroom:
Listening activities tend to come first in the book or on a test because this "sets the atmosphere" or "creates a strong focus" for subsequent L2 work.

Ss engage in listening more than any other skill. Good listening comprehension helps increase ability in speaking, reading, and writing.

Listening in an L2 country:
Through gestures, pictures, or using a guidebook, Ss may be able to stagger their way through asking questions in an L2 country to find out, for example, if the train to Acapulco is on time.

All of this does you absolutely no good if you can't understand the answer!

That's the basic, bottomline reason why listening is the cornerstone L2 skill.

C. Provide overview of upcoming listening strategy instruction. 2–3 minutes
(Teacher)

Tell Ss that to become better listeners they have to become active listeners. Good listening comprehension does not happen unless a student takes an active role in its development. This semester they will learn strategies to help them when they're listening. These strategies necessitate the active involvement of the students.

Distribute the Listening Strategy Worksheet (see the next page). The Ss will use this to take notes when you start the strategy instruction (next lesson). Tell Ss not to lose this worksheet.

Briefly explain to Ss that, as they can see from the Strategy Worksheet, the strategies are divided into three groups; before listening, during listening, and after listening. Before listening strategies will help them to get ready to listen. During listening strategies will help Ss to concentrate while listening. After listening strategies will help Ss verify comprehension and recognize problem areas.

Listening Strategy Worksheet

Stages of listening	Strategies	What I say to myself
Before Listening		
During Listening		
After Listening		

Although the instruction is divided into three parts, tell Ss that the division of strategies is not that sharp. Many of the strategies overlap into different parts of listening. So, for example, a before listening strategy might also be used during or after listening.

In addition, remind Ss that sometimes you have to listen differently depending on the situation. This year you will talk about how to become better listeners not only in the classroom, but also in the real world. Ss will have opportunities to practice real world listening through role playing and the use of authentic material (if you can obtain any).

Tell Ss that tomorrow you'll start strategy instruction beginning with before listening strategies. Remind them to bring the Listening Strategy Worksheet. They'll start using it tomorrow!

IV. Initial Listening Strategy Instruction: Before Listening Strategies in the Classroom

Purposes:

- Students focus upon listening as a skill.
- Students receive instruction in before listening strategies and take notes on instruction.
- Students have opportunity to practice the before listening strategies

Materials: Listening Strategy Worksheet
Student Worksheet 4

Instruction: Day 6*

Listening Strategies to be Taught:

Selective Attention:	Identify what you need to know. Listen for this information.
Predicting	Use what you know about the world in general and L2 to predict contents of the text.

Focus of Instruction

Part A	Teacher	Orient class to listening instruction	2 minutes
Part B	Teacher	Provide initial instruction in selective attention	10 minutes
Part C	Teacher	Provide initial instruction in predicting	10 minutes
Part D	Whole Class Discussion	Summarize strategies	2–3 minutes

Total time: 25 minutes

* This lesson can be split into 2 parts and presented across two days. One day you can talk about selective attention and let Ss practice it with Student Worksheet 4. Then you can review this strategy the next day and move on to explaining predicting. Give Ss an opportunity to practice predicting, continuing to use Student Worksheet 4 as well as making predictions about the additional situations suggested in the lesson plan. If you split the lesson into parts, each should require 15 minutes of class time.

Initial Listening Strategy Instruction:
Before Listening Strategies

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Orient class to listening instruction (Teacher) Remind students of their discussions of listening as a key L2 skill. Have Ss get out their Listening Strategy Worksheet. The listening instruction is about to begin!	2 minutes Listening Strategy Worksheet
Tell students that today you are going to introduce the first set of listening strategies. These strategies are called before listening strategies. This means that you use these strategies prior to listening to set the stage, so that you will understand more of what you hear. Before listening strategies are important because, not only do they help students get ready to listen, but they also allow students to become active participants in L2 listening. This is very important since many students probably perceive listening as a passive activity. Tell students that these strategies will encourage them to be active participants in listening. See Exhibit 1 for what you'll write on the board or overhead about pre-listening strategies and what Ss will write on their strategy worksheets. Make sure you tell Ss to save this worksheet. They'll be referring to it in subsequent lessons.	
B. Provide initial instruction in Selective Attention (Teacher)	10 minutes
Remind Ss that listening in L2 is different than L1 listening. If they prepare when they listen to L1, then because listening to L2 is harder, they should probably prepare at least three times as much as they would for L1. You can't listen to L2 with half an ear.	

Exhibit 1
Listening Strategy Worksheet

This is what you'll write on the board (or overhead, or have on a poster for display in the classroom) when you're presenting the initial instruction on listening strategies. Students should note this information on their Listening Strategy Worksheet.

Stages of listening	Strategies	What I say to myself
Before Listening	Selective Attention:	What , specifically, am I listening for? Let me read the directions and any questions first.
	Predicting:	What do I already know about this subject? What L2 words might I expect to hear, given this subject?
During Listening		
After Listening		

Selective Attention

Before listening, Ss should read the directions and/or questions first and then ask themselves, "What, specifically, am I listening for?" This is similar to having a goal or purpose for listening.

In class, the listening goal is usually teacher-imposed. Ss listen to get the gist of the message, to answer questions about specific details, and to learn new words and expressions. Teachers usually provide an explicit assignment for Ss.

In the real world, the listening goal is situationally-imposed. Ss listen to understand enough of L2 to find out how much something costs, or what time a plane leaves, for example.

Write **Selective Attention**, and the question "What, specifically, am I listening for?" and the statement "Let me read the directions and questions first." on the board. Ss note this on the strategy worksheet.

Tell Ss that selective attention will help them become organized listeners. Selective attention means that listeners decide in advance to listen for specific information and then actually listen for that information. If they know what they are listening for beforehand, they won't get as bogged down in details or irrelevant information.

The rationale for using selective attention is that you then have a goal for listening. As in life, people with a goal have more control over their lives. Ss must understand that they can exercise some control during L2 listening.

Tell Ss it's not necessary to understand everything in an L2 utterance. Think about what you need to hear and then listen for this information. Don't worry if you don't understand every other word or sound.

Give Ss examples of listening situations such as those suggested in Exhibit 2. Then have Ss identify what information they would specifically listen for in each situation. Write this information on the board.

Exhibit 2
Examples of Listening Situations
Where Selective Attention Is Useful

Here are some listening stiuations where Ss would naturally use selective attention to identify needed information. You can illuminate the initial discussion of selective attention by presenting Ss with these situations and asking them what information is most important to listen for.

1. You're in the marketplace. You like a shirt you see. You ask the vendor the price. What should you listen for?

2. You are listening to the weather report to see if rain is expected. What should you pay specific attention to in the report?

3. Your classroom assignment is to listen to a TV program and then answer questions based on the program. How would you know what to listen for?

4. You're in the airport and announcements come over the loud speaker about departure times and gate numbers for planes. You want to know if your plane is leaving on schedule. What two pieces of information should you listen for?

5. You're watching the TV news to hear who won the England-West Germany soccer game. What shoul you listen for to alert you to when this information will appear?

Tell Ss that selective attention is not only a strategy to be used before listening. It goes beyond identifying the specific information you need to listen for. Selective attention also means actually listening for that information. (In other words, Ss plan to listen for a detail and then follow through and actually do so.)

C. Provide initial instruction in predicting — 10 minutes

A second strategy that will help Ss get ready to listen is:

Predicting

> Identify, if possible, what the topic of the listening is, before actually listening. If there are questions, you can do this by making predictions based on them.
>
> Before listening, Ss should ask themselves: "What do I already know about this subject?" and "Given this subject, what L2 words might I expect to hear?"

Write the strategy **Predicting** and the key questions on the board. Tell Ss that in approaching L2 listening it's vital to use what you are already know. This is known as using your background knowledge. Predictions are based on your background knowledge of the world and the L2.

Tell Ss that listeners use background knowledge when they relate new information to prior knowledge. Although Ss may feel like children again because of limited L2 knowledge, they have a sophisticated knowledge of the world that can be a constant aid when listening. They already know a lot about the world politically, socially, culturally, academically, religiously, etc. So, for example, if Ss are listening to a recent news broadcast in L2, they can use their knowledge of current events to figure out the top stories. This is using your background knowledge of the world.

Using background knowledge of the world means more than just remembering names and dates. We also have certain expectations about what happens in certain situations. For instance, we have expectations about what we might hear on a bus or in a weather report. We can use these expectations, called scripts and/or schema (the plural is

"schemata"), when we listen or get ready to listen. Utilizing what is already known can be particularly helpful to the L2 listener in negotiating language beyond his or her proficiency.

To illustrate this point, hand out Student Worksheet 4. Have Ss work quickly with a partner to put the conversation in the order they think it's likely to occur.

After 2–3 minutes, have Ss tell you their conclusions. While there may be some variation of opinion about the order of items in the middle of the "conversation", certain elements proceed in an invariable order (such as saying goodbye at the end). Tell Ss that their expectations about conversations allow them to decide on an ordering of the elements in the conversation.

Tell Ss: Another type of background knowledge involves using what is already known about the L2. Ss already know quite a few words in L2. So, once they know the topic of the passage, they can then think of words and phrases in L2 which they think they might hear.

To illustrate how Ss can apply their background knowledge in the L2 to listening in class, return their attention to Student Worksheet 4. Have them work for 2–3 minutes with their partner to predict what L2 they might hear for a conversation such as is described on the worksheet. Have them jot down their predictions as to key L2 words. Then have the pairs share their predictions with the rest of the class and write these on the board.

Summarize: Thus, using what you already know helps you make valid predictions before listening. Anticipating information can make listening much easier.

Give Ss a bit more practice in predicting. Name a subject to Ss and have them predict what they think the conversation or passage would be about and a few words they might expect to hear, given that subject. Suggestions:

- A dialogue in a clothing store
- An actress talking about a new role
- Listening for your plane announcement in an airport
- Two friends meeting on the street.
- Any recently learned material that you'd like Ss to review

Student Worksheet 4
Use What You Know About the World

Below is a dialogue between two friends meeting on the street. Put these ideas in the order they are likely to occur in the conversation. You have 2 minutes to finish this task.

_____ A. Telling about one's health.

_____ B. Greeting one another.

_____ C. Asking about the other's family.

_____ D. Asking about the other's health.

_____ E. Telling about the family.

_____ F. Saying good-bye.

_____ G. Arranging to meet again.

D. Class summarizes before listening strategies — 2–3 minutes

Reiterate the importance of before listening strategies. Then review the meaning of the individual listening strategies. Involve Ss in this review with questions such as:

- What are the two before listening strategies we've talked about? How can they help?

- What is selective attention? What should you do before listening in order to use selective attention? What are the questions you say to yourself when you use this strategy?

- In what ways does reading the questions before listening help comprehension?

- What are some kinds of information you can predict before listening?

Conclude today's introduction to listening strategies by telling Ss that in the next strategy instruction you will model using before listening strategies and that they'll have an opportunity to use them, too.

V. Initial Listening Strategy Instruction: Modeling and Practicing of the Before Listening Strategies

Purposes:

- Students review instruction of before listening strategies.
- Students observe teacher's modeling of before listening strategies.
- Students use before listening strategies and then listen to an L2 passage.
- Students analyze usefulness of before listening strategies

Materials: Listening Strategy Worksheet
Student Worksheet 5

Instruction: Day 7

Focus of Instruction

Part A	Teacher	Orient class to listening instruction	1 minute
Part B	Whole Class Discussion	Review instruction in before listening strategies	2–3 minutes
Part C	Teacher	Model using strategies	3–4 minutes
Part D	Whole Class Discussion	Practice using strategies	3–5 minutes
Part E	Students	Listen to L2 passage	3 minutes
Part F	Whole Class Discussion	Analyze use of before listening strategies	3–4 minutes

Total Time: 15–20 minutes

V. Initial Listening Strategy Instruction: Modeling and Practicing of the Before Listening Strategies

Suggested Procedure

Remarks/Highlights	Time/Material
A. Orient class to listening instruction (Teacher) Tell Ss that today they will continue their work on listening strategies. Have Ss get out their Listening Strategy Worksheets on which they've taken notes about the before listening strategies.	1 minute Listening Strategy Worksheet
B. Review before listening strategies (Whole Class) Ask Ss why it is important to get ready before listening. Review meaning of the individual strategies. Be brief (e.g. "What's selective attention? Give me an example. How do we make predictions?").	2–3 minutes
C. Model using before listening strategies Hand out Student Worksheet 5 that you've prepared for Ss to practice using strategies prior to listening. You're going to model the before listening strategies with the first scenario on the worksheet. A sample think aloud for modeling strategy use is presented at the end of this lesson. This think aloud is designed to accompany Scenario 1 on Student Worksheet 5. (See Appendix A for guidelines for developing worksheets that promote student use of strategies with listening materials.)	3–4 minutes Student Worksheet 5

Aspects to Highlight
in Your Think Aloud

- Look at the worksheet. Read the questions for the first listening scenario aloud. Identify what specific items you need to listen for. (Selective Attention)

- State what you think the subject (s) or topic(s) of conversation will be, given the questions you read on the worksheet. (Predicting)

- State some L2 words or ideas you'd expect to hear, given the subject and questions. (Predicting)

You do not actually have to play the tape associated with this scenario. You can move immediately, if you like, to having Ss themselves practice applying the strategies to Listening Scenario 2, following your model.

D. Students use before listening strategies — 3–5 minutes
(Whole Class Discussion)

Tell Ss that it is their turn to practice the before listening strategies using the second scenario on Student Worksheet 5. Guide them through the process the first time with prompts such as:

- What are you going to do first? (Read the questions)
- What information do you specifically need to hear?
- Can you make any predictions about the topic of the passage based on the questions?
- What L2 words or phrases do you think you might hear? (Write these words on the board.)

(See Exhibit 3 for some L2 words or phrases that Ss might generate in regards to the questions for Scenarios 1 and 2.)

E. Students listen to the second listening passage (Students) — 3 minutes

Play the listening text for Scenario 2. After they have listened to the passage, give them a minute to jot down the answers to the questions.

How Many Times Should Students Have the Opportunity to Listen? Setting a Limit

In the classroom, Ss may get an unrealistic listening experience if they can listen to a passage an unlimited number of times.

In real life, there are social limits on how many times you will probably ask a person to repeat or clarify something.

We recommend that, except for purposes of analyzing a listening passage, you limit the number of times you play a passage for students. Based on what's "reasonable socially," this will probably be no more than 2 or 3 times.

F. Students analyze use of before listening strategies — 3–4 minutes

Have Ss analyze how helpful their before listening preparation was for interpreting the text. Prompts:

- Could you answer the questions? (If you couldn't why? Were you distracted by words you didn't understand? Could you have ignored these words?)
- Did you hear in the text the L2 words that you predicted?
- What other words did you hear that you might have predicted, now that you think about it?

Conclude the instruction by telling Ss that, with practice, using the strategies will become easier and more automatic.

Student Worksheet 5
Listening Comprehension Exercises

The questions below accompany 2 different listening scenarios. Answer the questions for each scenario. Remember to use selective attention and to make predictions before you listen! Write your predictions on the first lines and then write your answers to the questions on the second lines.

Listening Scenario 1 (Diálogo 1, page 22)

1. What is her name? _____

_____

2. Where is she from? _____

_____

3. Where is that? _____

_____

4. Where is Barcelona? And Valencia? And Portugal?

_____

_____

Listening Scenario 2 (Diálogo 2, page 22)

1. What is Pablo's marital status? _____

_____

2. What is Pablo's romantic status? _____

_____

Note to teachers: See the next page for what you might expect students to come up with when they apply before listening strategies to this worksheet.

Exhibit 3
How Students Might Use
Student Worksheet 5

The worksheet students receive lists only the questions on the left. Using the pre-listening strategies, they work with a partner or individually to generate information such as appears on the right.

Questions on the Worksheet	Is there a specific item you need to hear? What are some L2 words you might expect?
1. What is her name? Where is she from? Where is that? Where is Barcelona? Valencia? Portugal?	Need to hear: a name and a city. Might hear: ¿Cómo te llamas? ¿Cómo se llama? Me llamo... ¿De dónde eres (es)? Soy de... ¿Dónde está...? Sur/norte, etc.
2. What is Pablo's marital status? What is Pablo's romantic status?	Need to hear: married, single, divorced, engaged. Might hear: ¿Está casado? ¿Tiene esposa/novia? Sí/no.

These dialogues are drawn from Just Listen 'n Learn Spanish, by Sandra Truscott and Jose G. Escribano. Lincolnwood, Illinios: Passport Books, National Textbook Company.

Sample Think Aloud Modeling
Before Listening Strategies

This script is intended to illustrate what a teacher might say when modeling the process of getting ready to listen.

Sample Script

Okay, let me just clear away this stack of books and papers so I've got lots of room to listen! Um... okay, now I'm more comfortable. Let me take a look at the questions I've got to answer. I hate listening to tapes, they're so sterile, it's easier when you can look at a person's face... but let's see what they expect me to find.

Number 1—what's her name? Okay, so I'm listening for a name. Maybe they'll say something like "¿Como se llama?" and she'll—it's gonna be a female's voice—and she could say "Me llamo..." blah-blah, whatever her name is, or she might just say her name, so it's her name I'm listening for.

Um... where is she from? Okay, a city or a town, probably one I've never heard of, but maybe something like Madrid, if I'm lucky. I might hear " ¿De dónde eres?" or "¿De dónde es?" or maybe even "¿De dónde viene?" right before she gives the city's name, so I'll listen for that.

Where is that? That's a dumb question, could be anywhere. Maybe sur or norte, one of those direction words. What are the other two? Este and oeste, yeah. Okay.

Where is Barcelona? And Valencia? And Portugal? This person needs to look at a map! Who knows what they'll say?

All right, so now I have an idea of what I'm listening for—mainly her name and where she's from. I wish I could go to Portugal, but never mind, I'm listening now, so I'd better pay attention to that. I'll daydream about Portugal later.

VI. Initial Listening Strategy Instruction: Practice of Before Listening Strategies

Purposes:

- Students review instruction of before listening strategies.
- Students practice using strategies before listening.
- Students listen to L2 passage and answer questions.
- Students analyze their own use of strategies.

Materials: Student Worksheet 6

Focus of Instruction

Part A	Teacher	Orient class to listening instruction	2 minutes
Part B	Small Group	Practice using strategies prior to listening	2–3 minutes
Part C	Students	Listen to L2 passage	3 minutes
Part D	Whole Class Discussion	Analyze use of strategies	3–4 minutes
Part E	Small Groups	Practice using strategies prior to listening	2–3 minutes
Part F	Students	Listen to L2 passage	3 minutes
Part G	Whole Class Discussion	Analyze use of strategies	3 minutes

Note to Teachers

It is extremely important to make selective attention and predicting a regular part of any listening activities you conduct in class. Whenever you ask Ss to listen to a tape or videotape, take 2–3 minutes before they listen to let them look at the questions about or a summary of what they will hear. In the beginning, ask them to jot down L2 words or phrases they might expect to hear, given the questions or any introduction or summary you've provided. Integrating time for use of the before listening strategies is the only way Ss will become proficient strategy users. It need only take 2–3 minutes of classtime!

Parts B, C, and D of this lesson plan can serve as a model for integrating before listening strategy use into classroom listening activities.

VI. Initial Listening Strategy Instruction: Before Listening Strategy Practice

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Orient class to listening instruction (Teacher) Quickly review the before listening strategies. Ask students to name the strategies and give examples of how they use them.	2 minutes
B. Students practice using before listening strategies (Small groups or pairs) Hand out Student Worksheet 6. If the sheet you've prepared has questions for more than one listening passage, tell them which listening exercise to prepare for. (If not, then you should prepare a new worksheet to focus on today's listening. See Appendix A for guidelines in designing student worksheets to promote use of pre-listening strategies.) Working with a partner, they are to: - decide what information they need to hear, based upon the questions. (Selective Attention) - identify the topic, if possible, given the questions. - using their background knowledge, predict L2 words they expect to hear. (Predicting) Keep the time short, so that Ss have to work quickly. This way they won't have an opportunity to become distracted.	2–3 minutes Student Worksheet 6
C. Students listen to L2 passage Remind Ss that it's important to follow through on their predictions and actually listen for those words. Then play the L2 passage for students. Depending on its difficulty (e.g., degree of background noise, complexity of questions to be answered), it may be necessary to play the passage 2–3 times.	3 minutes

D. Analyze use of before listening strategies — 3–4 minutes
(Whole Class Discussion)

Have students talk about how well the strategies prepared them for listening. Prompts:

- Could they answer the questions?
- Did they hear any of the words they predicted?
- Did thinking about the topic of the passage beforehand help them anticipate any information?
- Was any of the information unexpected or surprising for them?

Reassure Ss that they will get better at predicting as they gain experience and see more possibilities for using what they already know.

E. Practice using before listening strategies — 2–3 minutes
(Small Groups/Pairs)

Move on to the next listening exercise, and have Ss practice using selective attention and predicting. They should work with a partner, reading the questions, identifying the information they need, predicting the topic, and predicting L2 words they might expect to hear.

Keep the time very short, so that they have to work with concentration. Have them jot down their predictions.

F. Students listen to L2 passage — 3 minutes

Play the L2 passage for Ss. It may be necessary to play it 2–3 times, prompting Ss with questions about the content, if you feel that's appropriate.

Student Worksheet 6
Listening Comprehension Exercises

The questions below accompany 2 different listening scenarios. Answer the questions for each scenario. Remember to use selective attention and to make predictions before you listen! Write your predictions on the first lines and then write your answers to the questions on the second lines.

Listening 1 (Diálogo 3, page 24)

1. What is Miriam's marital status? _____

_____

2. What is Miriam's romantic status? _____

_____

Listening 2 (Diálogo 4, page 24)

1. What is Nena's marital status? _____

_____

2. Does she have any children? _____

_____

3. What are their ages? _____

_____

Note to teachers: See the next page for what you might expect students to come up with when they apply before listening strategies to this worksheet.

These dialogues are drawn from Just Listen 'n Learn Spanish, by Sandra Truscott and Jose G. Escribano. Lincolnwood, Illinios: Passport Books, National Textbook Company.

How Students Might Use
Student Worksheet 6

The worksheet students receive lists only the questions on the left. Using the before listening strategies, they work with a partner or individually to generate information such as appears on the right.

Questions on the Worksheet	Is there a specific item you need to hear? What are some L2 words you might expect?
1. What is Miriam's marital status? What is Miriam's romantic status?	Need to hear: married, single, divorced, engaged. Might hear: ¿Está casada? ¿Tiene esposo/novio? Sí/no.
2. What is Nena's marital status? Does she have children? What are their ages?	Need to hear: numbers. Might hear: ¿Está casada? ¿Tiene esposo/marido? Sí/no. ¿Tiene niños/hijos? ¿Cuántos? ¿Sus edades? ¿Cuántos años tienen?

G. Students analyze use of strategies 3 minutes

Again, have Ss analyze their use of strategies and their actual listening experience. Use the same prompts as above.

Conclude the lesson by assuring them that using strategies will get easier with practice.

VII. Initial Listening Strategy Instruction During Listening Strategies in the Classroom

Purposes:

- Students receive instruction in the strategy of directed attention.
- Students focus upon their behavior while they are actually listening.

Materials: Student Worksheet 7
Listening Strategy Worksheet

Instruction: Day 8

Listening Strategy to Be Taught

Directed Attention	Focus. Concentrate only on listening. Tune out distractors.

Focus of Instruction

Part A	Teacher	Orient class to listening instruction	1 minute
Part B	Teacher	Provide initial instruction in during listening strategy	5 minutes
Part C	Whole Class	Listen to L2 passage	3 minutes
Part D	Whole Class Discussion	Evaluate use of strategies	3–4 minutes

VII. Initial Listening Strategy Instruction: During Listening Strategies

Suggested Procedures

Remarks/Highlights	Times/Materials

A. Orient class to listening instruction — 1 minute
(Teacher)

Remind Ss of their work with before listening strategies. Before listening strategies allowed Ss to organize themselves prior to listening. Ss were able to identify what they were listening for and make predictions based on the questions. Today you are going to talk about what Ss can do to help themselves while they are actually listening. Have Ss get out their Listening Strategy Worksheet.

B. Provide initial instruction in directed attention — 5 minutes
(Teacher)

Tell Ss that today you will introduce only one new strategy. This is a very important strategy as it will help Ss when they are actually listening. The name of this strategy is **directed attention**.

> Tell Ss that:
>
> Attention is a force under listener control.
>
> You have to direct your attention to the task or situation at hand. Tune out irrelevant distractors.
>
> If you don't understand something, keep listening. Don't give up. You might be able to figure it out with the upcoming information. Or it may not be essential information.
>
> Key concepts to remember: Focus. Concentrate.

Write **Directed Attention** and its key concepts on the board (See Exhibit 4 for what to write in the " During listening" row of the worksheet.). Ss note this on their worksheets. Tell Ss that directed attention means that the listener should concentrate on what is being said and nothing else. The strategy of directing one's attention to the task at hand is perhaps the starting point of all learning. If Ss don't pay attention to what they're doing, little learning can take place.

Remind Ss that, although they cannot control what the speaker is saying, they can control how they listen. Since listening in the L2 requires much more concentration and dedication than listening to your own language, it is important to direct your attention.

Key points to tell Ss about directed attention:

- Get ready to listen mentally.
- You'll need to listen much more closely and actively to the L2 than you do to English.
- Focus your mind on listening and only listening.
- Concentrate on the meaning of what the speaker is saying and ignore extraneous noise.
- Listen primarily for the information you need.
- Keep listening even if you don't understand everything.

(Several teachers who have presented this instruction to their Ss developed acronyms to help Ss remember the importance of strategy use. Exhibit 5 presents Spanish and French acronyms. Teachers reminded Ss of the strategies by beginning listening activities with the statement, "GAFAS... ¿Dónde están las gafas?" or "BANDES... Let's put on our headbands for listening." Students reported that these types of reminders helped them improve their focusing abilities during actual listening.)

Ask Ss for examples of how they might violate directed attention concerns. (Prompt: "What kinds of things take your attention away from listening?") Some possible student responses might be:

- thinking about your plans for the weekend.
- thinking about how you have to answer all these questions after listening.
- searching for something in a notebook while the teacher is giving instructions or you are supposed to be listening.

- saying something to your classmate in the middle of the listening activity.

Tell Ss that when attention wanders, they must realize this and bring full attention back to the task.

While telling Ss to focus their attention seems too obvious to be of much benefit, how many times a day do you see Ss pay poor attention? There are, lamentably, many opportunities to remind Ss of this essential strategy!

C. Students listen to L2 passage — 3 minutes

Give Ss Student Worksheet 7. Tell them that they will hear the first scenario. However, before you play the tape, review the use of before listening strategies. Give Ss 2–3 minutes to identify what they need to be listening for and what L2 they might expect to hear.

Just before playing the tape, tell Ss that now they can add a new strategy to their strategy repertoire:

> Tell yourself you're going to focus strongly.

Also tell Ss that once they start listening they shouldn't dwell too much on listening for specific words or trying to answer the questions. They can think about that after listening. While they are actually listening they should concentrate on what they are hearing.

Play the L2 passage for the Ss. After you've played the tape, give Ss 1–2 minutes to jot down answers to the questions and to see if the words they predicted were mentioned.

D. Evaluate use of strategies — 3–4 minutes
(Whole Class)

Have Ss discuss the effectiveness of their strategy use, focusing especially on directed attention. Prompts:

- Are the before listening strategies getting easier to use?

- What do you find most helpful when you are preparing to listen?

Exhibit 4
Listening Strategy Worksheet

The text that appears in the "During Listening" row is what you'll write on the board (or overhead, or have on a poster for display in the classroom) when you're presenting the initial instruction on during listening strategies. Students should note this information on their listening strategy worksheet. They will have previously written down what appears in the "Before listening" row.

Stages of listening	Strategies	What I say to myself
Before Listening	**Selective Attention:**	What specifically am I listening for? Let me read the directions first.
	Predicting:	What do I already know about this subject? What L2 words might I expect to hear, given this subject?
During Listening	**Directed Attention:**	Focus. Concentrate only on listening. Tune out distractors.
After Listening		

Exhibit 5

Listening Strategy Acronyms:
GAFAS and BANDES

GAFAS are magical "glasses" that help people hear better and, thus, see the world more clearly. The letters in GAFAS stand for separate strategies, as follows:

Goal:	What's my GOAL for listening?
Atmosphere:	Let me arrange my ATMOSPHERE (mind and surroundings) for listening.
Focus:	Concentrate.
Attention to specific details:	Is there a specific item I need to pay ATTENTION to?
Subject:	What do I know about this SUBJECT? What L2 words might I expect to hear, given this subject?

BANDES is a French acronym for listening strategies. The teacher issued the students "headbands" to wear during listening, to remind them of the strategies.

But:	(Goal) Identify the goal of your listening.
Attention/ Atmosphere Ambience	Create an atmosphere that allows you to listen.
Non-distraction	Get rid of objects (books, papers, etc.) that can distract you from listening.
Direction	Focus. Direct your attention to listening.
Ebaucher	Get ready to begin. Get your whole body ready, as horses chomp and stomp at the starting gate.
Sujet	(Subject) What's the subject of this listening? What L2 words do you already know about this subject?

- Were you able to focus your attention as you were listening?

- Did anything distract you as you were listening? If so, what did you do about it?

- Did you keep focusing even if you heard words you didn't understand?

- Did directing your attention help you listen better?

Conclude by telling Ss that with practice their ability to concentrate will increase. This concentration will be helpful not only in listening, but in many other aspects of life also.

PRACTICE

Every time you ask Ss to listen in class, remind them to focus, concentrate, direct their attention. (Also remind them when you see them not focusing.) Just before playing a tape, for example, you can mention any acronym you developed (e.g., GAFAS, as in Exhibit 5) or you can say, "Okay, now it's time to focus. Clear your desks and your minds. Focus. Use both ears and all your attention."

Student Worksheet 7
Listening Comprehension Exercises

The questions below accompany 2 different listening scenarios. Answer the questions for each scenario. Remember to use selective attention and to make predictions before you listen! Write your predictions on the first lines and then write your answers to the questions on the second lines.

Listening 1 (Diálogo 5, page 26)

1. How much money does Damaso have? _____

_____

2. What does Pepe give him? _____

_____

Listening 2 (Diálogo 6, page 26)

1. Where is Pepe? _____

_____

2. What does he want? _____

_____

3. Where is it? _____

_____

4. Where is that located? _____

_____

5. What else does he want? _____

_____

6. And where do they sell that? _____

_____

These dialogues are drawn from Just Listen 'n Learn Spanish, by Sandra Truscott and Jose G. Escribano. Lincolnwood, Illinios: Passport Books, National Textbook Company.

VIII. Initial Listening Strategy Instruction After Listening Strategies in the Classroom

Purposes:

- Students receive instruction in after listening strategies.
- Students review instruction in before listening and during listening strategies.
- Students practice all three phases of listening strategies focusing on after listening strategies.

Materials: Listening Strategy Worksheet
Student Worksheet 7

Instruction: Day 9

Focus of Instruction

Part A	Teacher	Orient class to listening instruction	2 minutes
Part B	Teacher	Provide initial instruction in after listening strategies	5 minutes
Part C	Whole Class	Listen to L2 passage	5 minutes
Part D	Whole Class Discussion	Evaluate use of strategies	3–4 minutes

VIII. Initial Listening Strategy Instruction After Listening Strategies

Suggested Procedures

Remarks/Highlights	Time/Materials
A. Orient class to listening instruction (Teacher)	2 minutes
Tell Ss that so far they have learned strategies that help them prepare for listening and for concentrating while listening. Today you will discuss strategies they can use after they have listened.	
Remind Ss that when you told them about the strategy instruction in the beginning, you said that, although the strategies are divided into three separate parts, some of the strategies overlap. Therefore, some of the after listening strategies might sound familiar.	
B. Provide instruction in after listening strategies	5 minutes
Have Ss take out their Listening Strategy Worksheet. (See Exhibit 6 for what you will write on the board and what Ss should note on their worksheets.) Tell Ss that the name of the after listening strategy is verification. Verification is related to the before listening strategies of selective attention and predicting. Write **Verification** on the board and have Ss write it on their worksheet.	
Tell Ss that verification is divided into two parts. The first part of verification is related to selective attention. First have Ss review what selective attention means when used before listening. Then tell them that selective attention also means following through on what they identified as their goal. Write the question "Did I hear what I needed to hear?" on the board and have Ss note this on their Listening Strategy Worksheet.	
So, for instance, if their goal is to answer questions, then after listening they should write down the answers to the questions. If they listened to a weather forecast to see if it would rain, then after listening to the forecast they should ask themselves if they heard	

Exhibit 6
Listening Strategy Worksheet

The text that appears in the "After Listening" row is what you'll write on the board (or overhead, or have on a poster for display in the classroom) when you're presenting the initial instruction on listening strategies. Students should note this information on their listening strategy worksheet.

Stages of listening	Strategies	What I say to myself
Before Listening	**Selective Attention:**	What specifically am I listening for? Let me read the directions and questions first.
	Predicting:	What do I already know about this subject? What L2 words might I expect to hear, given this subject?
During Listening	**Directed Attention:**	Focus. Concentrate only on. listening. Tune out distractors.
After Listening	**Verification:**	Did I hear what I needed to hear? Did I hear what I predicted?

anything about precipitation. This type of verification allows the students to see if they understood correctly.

Tell Ss that the second kind of verification is related to predicting. Review what predicting means as it pertains to before listening. Write the question "Did I hear what I predicted?" on the board and have Ss note this on their Listening Strategy Worksheets.

Then tell Ss that, having made predictions about the subject matter and/or L2 words and phrases they might hear in the text, they need to verify their predictions after listening. So, they should ask themselves, "Did I hear what I predicted?" If Ss didn't hear what they predicted or were surprised by information, then they should ask themselves why and make any mental adjustments necessary in their understanding of the passage. It might be because of a cultural difference, in which case you would need to explain this difference. (In other words, Ss should not assume that they misunderstood the the passage and that their predictions were correct.)

C. Students listen to L2 passage
(Whole Class)

Have Ss listen to the passage corresponding to Scenario 2 on Student Worsheet 7 or to a passage for which you've prepared a worksheet or written questions or an introduction on the board. Before playing the tape, make sure you give Ss a couple of minutes to go through the before listening strategies. Have them write the L2 words or phrases they predict they'll hear. Then tell Ss to focus on the listening passage. After you've said this, play the tape.

D. Students evaluate their use of strategies
(Whole Class Discussion)

After you've played the tape, tell Ss that now it's time to use the strategy of verification. Give Ss a couple of minutes to answer the questions and to note if the words they predicted were actually mentioned.

Have Ss discuss their use of strategies, focusing especially on aspects of verification. Prompts:

- Were you able to answer the questions? If not, which questions and why?

- Do you think you could have focused more as you were listening?

- Did the words you predict or similar words appear?

- Were you surprised by any of the information?

Conclude by reminding students that they should use this strategy combination every time they listen.

IX. Listening Strategy Practice: All Strategies

Purposes:

- To have listening strategies become a routine for all classroom listening.
- To allow listening strategies to help students become active participants in listening comprehension.

Materials: Listening Worksheets
Listening Tapes

Focus of Instruction

Once you have introduced the listening strategies, they should become a regular part of the listening routine in your classroom. In other words, every time students engage in listening, they should use these strategies. Only through frequent practice will students become proficient in this strategy combination. It doesn't need to take valuable time away from instruction. In fact, it's better to keep the "before listening" time short to promote concentrated work on the part of the students. Give students 2–3 minutes before listening to read the directions and/or questions and to write a quick list of L2 words and phrases that could be expected, given the questions or topic. Then give Ss a couple of minutes after listening to verify their predictions and their understanding by answering the questions. Remember, the students can't use the strategies unless you provide them with this short amount of time.

Suggestions for Listening Strategy Practice

1. For guidelines in working with your listening materials and designing corresponding student worksheets that promote student practice of strategies, consult Appendix A. Matching the materials, the task, and the strategies is essential for promoting effective listening practice.

2. Explicitly remind students to use listening strategies. Begin listening instruction by telling students to be active participants when listening and to use strategies. Initially, strategy practice needs to be accompanied by explicit reminders to use strategies. Name

the strategies: selective attention, predicting, etc. These names not only make it easier to refer to specific strategies, but also lend the strategies a feeling of concreteness. The actual name of the strategy is not so important as that they have a name. So you could call them by another name if you feel that is more appropriate.

Besides reminding students to use the strategies, also periodically review what each of the strategies means. Ask students for examples of how they use each strategy.

3. Display a poster or use a visual aid that presents the individual strategies and key concepts to remember about each. Students can then glance quickly at the poster and remind themselves what each strategy means and how to use it. This is sometimes called "down-loading the strategies" and frees up mental space to be engaged in other cognitive activities.

4. Vary the way you have students practice predicting what they might hear in a passage. On one day make them individually responsible for generating a few L2 words that might be heard, given the subject of the listening. On another day, have them work quickly with a partner. On still another day, set up small group work (perhaps for more extensive listenings).

   Groups can even compete with each other to see which predicted the most words that actually appeared in the listening.

   This sort of predicting practice is also a great way to review material. For example, if you want students to review "clothing", you could find a listening passage on clothing, and precede listening by having them think about what clothing words they might hear.

5. Periodically ask students to evaluate their use of the strategies. A quick way is to ask them if their predicted words actually appeared in the listening or if they were able to complete the assignment. Other prompts are:

   - How does selective attention or predicting help you listen better?

   - Which parts of the strategies do you find most helpful? Why?

   - Are there any parts of the strategies that you find unhelpful? Why?

6. It is better to devote short, frequent periods of time to strategy practice as opposed to longer, more sporadic periods of time. Spend 5 minutes three or four times a week on listening activities that are structured to promote strategy practice, rather than 20 minutes one day a week, which risks having students become bored and restless.

Additional Listening Tips

The purpose of these tips is to give students additional help in improving listening comprehension. As these tips have specific functions, you may want to present them when the need arises.

> For example, a student has a difficult time remembering what he or she heard. This would be a good time to introduce Ss to summarizing the listening passage immediately after hearing it.
>
> For example, a student does not understand part of the listening passage. Remind Ss to use their knowledge of the world to make a guess (predict, inference) as to what it might be that they missed.

When you introduce these tips, or remind Ss of their usefulness, be sure to mention the name of the tip. This facilitates its future discussion and also makes the instruction explicit.

Listening Tip:
Inferencing

Purpose:	To teach Ss how to cope with comprehension problems
Strategy:	Inferencing
Synonyms:	Guessing, Predicting
Time:	5 minutes

If Ss have problems understanding, have them pinpoint exactly which word or part they don't understand. Tell them not to panic, but to try to solve the problem in a systematic, organized way. Ss need to decide if the information is essential. If they think it is essential, then they can use inferencing to cope with the comprehension problem.

Inferencing is similar to making predictions based on background knowledge. We use inferencing when we don't understand a word or phrase, and we guess the meaning of the word by using the context and our knowledge of the world.

> Guess the meaning of the word based on the surrounding context.

Here are a few ideas for inferencing the meaning of words.

For example, a student doesn't understand the word "conejo" (rabbit) in a dialogue.

- Ask the student if he or she can at least identify the part of speech of the word. Is it a noun, a verb, or an adjective? The student can guess either by the way the word is formed or by the context. For instance, is the word the subject of the passage? Does it seem to involve some type of action?

- The student might not have to know the exact meaning of the word. It might be enough for comprehension to know that the word refers to some kind of animal, or is a vehicle, etc.

- Have the student focus on what he or she did understand. Then let the student use this information to make an educated guess about what he or she didn't understand.

Activity Option Box

Introduce inferencing with an example in English. Read aloud a passage in English, but use a nosense word(s) to replace one of the key words. Then have Ss guess what this word could be, based on the context.

The advantage of this is that it is easier to inference in your native tongue and Ss can then see how inferencing is used.

PRACTICE

Inferencing is a frequently used strategy because Ss have a limited L2 vocabulary. Therefore you may want to give Ss practice inferencing. Here are some suggestions for practicing inferencing:

- Use inferencing as an after listening activity. Write on the board a couple of words from a listening passage which you think Ss will not know. After they listen to the passage, have them get into groups or pairs and to try to guess what the words mean.

- Have Ss listen to a passage. Let the Ss themselves suggest which words are difficult. Then lead the class in a discussion about what the words could mean. Prompts:

  Can you tell if this word is a noun or a verb?
  Did you understand anything else that was said?
  Can what you understood help you guess the meaning of this word?

Listening Tip:
Repeating Silently

Purpose:	To teach students to access their echoic memory (the tape in their head)
Strategy:	Repeating Silently
Synonym:	Auditory Representation
Time:	2–3 minutes

Repeating is a useful language strategy for several of the skill areas. In listening Ss can train themselves to repeat silently what the speaker said to aid comprehension and to remember words or information better.

> Play back in your head what you just heard said.

Why play back a message in your head?

- You're in an L2 conversation and haven't understood something the other person has said. Repeating silently gives you another opportunity to understand. What did the person say? Try to hear it again. Analyze it.

- You're in class, listening to a dialogue and need to learn the new vocabulary. Repeating silently immediately after you hear the message allows you to analyze and internalize the sound of the L2 for the purposes of copying it accurately.

Listening Tip:
Self-monitoring

Purpose:	To teach students to monitor their comprehension To provide students with suggestions for resolving comprehension difficulties
Strategy:	Self-monitoring
Phase of Listening:	During listening
Time:	10 minutes

This tip relates to monitoring of one's comprehension while listening. It is useful for both beginners and more advanced students.

When students are listening to the L2, they hear unfamiliar words, as well as familiar words used in new ways. This often leads to confusion. That feeling of confusion, the unspoken thought "What?", is an unconscious **monitoring**, or the realization that one is having a problem understanding.

Tell students that, when they experience difficulties in understanding, they can ask themselves:

> "What's the problem that's keeping me from understanding what I hear?"

Some possible barriers to understanding are: accents, background noise, male/female/child's voice, slurred speech, unknown words, or cultural information that is unknown.

This kind of monitoring is a form of **problem identification**. Students should try to resolve any comprehension problems they identify. To help themselves understand, tell students that they can take a number of strategic steps, such as:

Focus.

Direct all your attention to what is being heard. Tune out background noise, focus only on the speaker.)

Repeat to yourself.

Let the words you just heard play back in your head. Ask yourself, "Did I actually hear what I think I did? What else might it have been?" (This is auditory self-monitoring, and relies upon one's echoic memory.)

Attend to meaning.

In combination with using echoic memory to replay the troublespot, ask yourself, "Does what I think I heard make sense?" (This is comprehension monitoring in its truest sense.) Perhaps another, similar-sounding word might make more sense in this context.

These two types of monitoring, in combination, can be summarized as "Does what you hear (auditory) make sense (comprehension)?

Point out to students that the responsibility to self-monitor is theirs. All too often they expect others to do their monitoring or self-managing. For example, they expect the teacher to point out little details they should have noticed. However, the teacher will not always be there.

Another strategy that arises naturally out of auditory and comprehension monitoring is **questioning**. You can teach your students to question in ways that are socially and grammatically appropriate within the L2 culture. (See the lesson on questioning for suggestions in how to approach this instruction.)

The teacher who developed the original listening strategy instruction taught the concept of self-monitoring by employing the mnemonic of PISAC. Pisac is actually a small town in South America (see map on next page), and she wove the instruction in the strategy PISAC in with presenting cultural information about the town. She defined the strategy as:

P Problem Identification (realizing you have a problem and trying to
I identify specifically what it is)
S Self-Monitoring, via use of the auditory or echoic memory of what
A was said, and attention to whether that made sense, in the context
C (comprehension).

Thus, the PI stood for problem identification, the S for self-monitoring, the A for auditory memory, and the C for attending to comprehension, or meaning.

Exhibit 7

Map of PISAC

Listening Tip:
Summarizing

Purpose:	To help Ss monitor comprehension and remember information
Strategy:	Summarizing
Time:	5 minutes

This tip relates to summarizing information after listening. It is useful for both beginners and more advanced students.

Summarizing information after listening can help in two ways. First it allows Ss to monitor their comprehension. Ss can summarize what they thought they heard to see if it makes sense. Secondly, summarizing helps Ss to remember information. Manipulating or paraphrasing the information reinforces what they heard.

Summarizing can be done in writing or mentally. Mental summarizing is an exercise for a student's own use to monitor comprehension or remember information. It is important, if you decide to use summarizing as a writing activity, to tell Ss before they listen so that they will listen for the main ideas. If Ss are not comfortable with summarizing an L2 passage, you can provide guidelines for them, such as asking a question whose answer will result in a summary of the passage. As with other questions and assignments, you must let Ss know before listening what they will be expected to do so that they can use pre-listening strategies.

Summarizing in L1 or L2 depends largely on the situation. More advanced Ss can usually summarize in L2. This reinforces vocabulary and gets the Ss to think in L2. If the passage is very difficult or if Ss are at a lower level, you may want to have them summarize in L1 and then build up to summarizing in L2.

Real World Listening:
Two Essential Strategies

The most common listening stituation for a native speaker of L2 is conversation. The people involved in this process take turns being the speaker and the listener. Each participant has to simultaneously listen to what the other person is saying and plan his or her own response. Therefore, this process can be more difficult than non-interactive listening.

Since listening and speaking are closely related in real world listening, teachers may want to refer to the teaching guide for speaking strategy instruction for more ideas on how to teach real world listening.

This section of the listening strategy instruction addresses the concerns of interactive listening. This type of listening will be referred to as real world listening. It is not intended that this section be taught as a separate unit, but rather, as teachers simulate real world listening situations, they can incorporate strategy instruction in two useful strategies (monitoring and questioning) into their lesson plans .

One of the main purposes of classroom listening activities is to prepare Ss for real world listening situations. Therefore, when Ss are in real world (or classroom-simulated) listening situations, remind them explicitly to make use of all the listening strategies they have been taught or have discussed in class.

Real World Listening Strategies

Strategy:	Monitoring (of comprehension) Questioning (to resolve listening comprehension problems)
Purposes:	Ss monitor their comprehension
	Ss learn coping strategy for comprehension difficulties
	Ss learn polite ways of asking for clarification
Materials:	Questioning Worksheet
Time:	10 minutes

This lesson pertains to monitoring one's comprehension and how one can cope with comprehension difficulties in an interactive situation..

Monitoring is a core listening learning strategy, because it is vital that language learners keep track of whether or not they are understanding the L2. Identifying comprehension breakdowns is an essential first step to correcting them.

In an interactive listening situation the listener has the opportunity to ask the speaker for clarification of comprehension problems. This lesson specifically addresses the use of questioning when you haven't understood what another person has said to you in the L2.

Tell Ss that listening and speaking usually occur together. You're talking to someone in the L2, they listen, then they speak and you listen. If you find that you do not understand something the speaker says, you should try to identify as specifically as possible what it is you don't understand. Once you 've identified the problem you can ask the speaker for clarification.

What do I do when I don't understand what someone says to me?
(Whole Class Discussion)

Ask Ss what they would do in their own language, when they don't understand what's said to them. You may get answers like:

- I say, "What was that?" or "Pardon me?" or "Excuse me?" or "Could you repeat that? I didn't understand."

- I frown or shake my head (non-verbal indication of confusion).

- I say nothing, wait, and hope the confusion is cleared up by what the person says next.

The same options are available in L2 listening/speaking situations, except that chances are the confusion will deepen, rather than resolve itself. Action is usually necessary!

Questioning for Clarification is one action that's helpful. But, as in L1, politeness is important. So Ss should ask in a way that's socially acceptable in the L2 culture.

Hand out the Questioning worksheet. Go over it with Ss, having them write in the appropriate questions in L2. Have them repeat the questions after you.

Model how to use questioning to get the information you need.

Explicitly tell S:

A critical part of questioning effectively is to identify specifically in your question the word, phrase, or idea you haven't understood.

Example: You didn't understand the word "turkey." You ask, "What is a turkey?"

When questioning, you can also suggest answers to help your conversation partner know how to reply. (Many native speakers will not be sure how to answer a question like "What's a turkey?")

Example: You've asked what a turkey is. Add, "Is it something to eat?"

Make your questions as concrete as possible to facilitate your partner's replying.

Example: "What can _____ do?"
"What can I do with _____?"

PRACTICE

Reinforce Ss' awareness of this strategy by insisting upon its use in class. If you use a word or phrase that Ss don't understand and they want to know what it means, encourage them to question you specifically and concretely.

Make remembering the Qs easier for Ss by hanging a poster with the common questions listed. Prompt them to use the questions by pointing to the poster.

Strategy Worksheet
Questioning

You're listening and you don't understand:

When you haven't understood generally:

What? How's that? _____
(brief, informal)

Excuse me? _____
(more formal)

What did you say? _____
(more formal)

When you've understood all but a key word or phrase:

What does _____ mean? _____

I don't know what _____ means. _____

Please describe _____. _____

In other words, (paraphrase)? _____

CHAPTER FOUR.

AN INTEGRATED STRATEGY APPROACH TO LANGUAGE TEACHING

This chapter presents two lesson plans that take students through all four language skills and require them to use a strategic approach to language learning. Because the lesson plans are built around materials typically found in language textbooks (dialogues, narratives, and cultural points), they should assist teachers in integrating strategy practice into the materials they are currently using.

Initial learning strategy instruction should be quite explicit, as described in the lesson plans and tips given in each resource guide. In integrating strategy practice into all aspects of the foreign language curriculum, teachers should periodically remind students of the names of the strategies they are using for a language activity, or ask students to identify the strategies used.

This chapter reflects our belief that, although there are four guides, each addressing a different language skill, the best way to teach learning strategies to students is to integrate strategy instruction into all four skill areas.

These lesson plans were designed and written by: Marilyn Barrueta, Department Chair of Foreign Languages at Yorktown High School, Arlington Public Schools, Virginia.

Lesson Plan 1:
Integrated Strategy Instruction

Purpose:	To provide students with activities that require them to use a variety of strategies across all four skill areas To provide the teacher with a "blueprint" for integrating strategy practice into materials typically found in language textbooks
Strategies:	Directed attention, Selective attention, Inferencing, Self-monitoring (problem identification), Transfer, Questioning, Self-evaluation (verification), Note-taking, Elaboration, Cooperation
Time:	Several days of study, incorporating listening, reading, writing, and speaking activities

There are two types of basic material in most language textbooks: dialogue situations or narratives. Detailed below are procedures you can use that require students to manipulate these basic textbooks materials in strategic ways.

Procedure	Strategy
A. Initial contact: Listening only (Day 1)	
Play tape once through without reference to printed text. Tell Ss in advance to see if they can get the main idea/plot, or a general understanding of what the tape is about. If material is a dialogue, ask them to try to determine: - the relationship between the speakers - relative age of the speakers - where the dialogue is taking place	Directed Attention Setting a goal for listening Selective Attention

Replay the tape in manageable sections; ask Ss to listen for any of the following: - words and phrases they recognize - the number of times they hear "x" word or structure - one word/phrase answer to questions asked in advance.	Selective Attention
They can indicate this by: raising their hand, jotting down, or silently counting what they recognize.	Note-taking
Stop the tape and ask students to predict what will happen or be said next.	Predicting (Inferencing)
Elicit this type of information from Ss and write it on the board or overhead.	
Based upon the above, have Ss generate ideas and expectations as to what is happening.	Inferencing and Summarization
Now focus on words/phrases that Ss <u>don't</u> understand. Ask them, if possible, to articulate these words/phrases.	Self-monitoring (problem identification)
Select several Ss to write what they didn't understand on the board. Based upon the context of what they do understand and the various transcriptions, have the class try to come up with meanings of the unknown words/phrases.	Inferencing
B. <u>Provide non-glossed copy of material</u>: Listening and Reading (Day 2)	
Listen to and read material; possibly discuss what caused any listening problems.	Review Self-evaluation
Have Ss read the material; have them indicate new words or structures and, once again, guess possible meaning based upon context (without reference to what was identified under "Initial Contact" above).	Inferencing

Have classmates comment on whether these are reasonable guesses and why.	Evaluation
C. Provide glossed copy of material (Day 3)	
Refer to text copy with glosses to ascertain accuracy of inferences; where wrong, determine whether or not the inaccurate inference hindered comprehension.	Self-evaluation (verification)
D. Relate aural to written form: Listening/Reading/Writing (Day 4)	
Dictate all or parts of selection (dictation may be a "spot-dictation," with Ss given the printed text missing words/phrases likely to be misunderstood). Identify any problems in sound-symbol correspondence and stressing context. Did Ss write "va a ser" (or "va ser") instead of "va a hacer"?	Note-taking Self-evaluation
Give Ss the printed text without punctuation, which they must add.	
E. Work with selection: Listening/ Speaking (Day 5 to concluding days of lesson)	
Question/answer practice, pointing out any new syntax which will come up in the lesson, as well as any previously studied material used in a new context.	Elaboration Transfer
Gradually lead to summarization of material, either orally or in writing. Suggestions:	Summarization Elaboration/Transfer Cooperation

- If material is a dialogue, ask Ss to recreate a parallel situation in a different setting (i.e., a demanding husband becomes a bully in the school cafeteria or an older brother lording it over a younger sibling).

- If a dialogue, retape tape, cutting out one speaker. Call upon Ss to respond in pause created.

- Where basic material has abbreviated syntax (ads, recipes), have Ss "flesh out" material into full sentences or paragraphs.

Lesson Plan 2:
Integrated Strategy Instruction

Purpose:	To provide Ss with activities that require them to use a variety of strategies across all four skill areas To provide the teacher with a "blueprint" for integrating strategy practice into textbook materials that present "cultural points"
Strategies:	Directed Attention; Selective Attention; Inferencing; Self-monitoring (problem identification); Transfer; Questioning; Transfer; Self-evaluation (verification); Note-taking; Elaboration; Cooperation
Time:	Several days of study, incorporating listening, reading, writing, and speaking activities

Many language textbooks have special sections or small boxed presentations about the L2 culture. Here is a lesson plan for dealing with these types of materials in ways that require students to take a strategic approach.

The lesson plan is based upon a specific cultural point found in Spanish for Mastery 1, published by D.C. Heath and Company. However, the types of activities suggested can be transferred to most cultural presentations found in language textbooks. The cultural point around which this lesson plan is framed is presented on the next page.

Procedure	Strategy
A. Initial Contact	
If material is on tape, follow steps A and B under Lesson Plan 1 in this chapter.	See strategies listed in Lesson Plan 1.

Nota Cultural: Posesiones
(Spanish for Mastery 1, page 424, published by D.C. Heath)

Un joven hispánico generalmente no es dueño de muchas cosas. Raras veces tiene tantas cosas como un joven norteamericano. El joven hispánico tiene menos ropa. Tal vez tiene un radio. Pero, ¿un tocadiscos? ... ¡Sólo si es de familia rica!

La mayoría de las personas trabajan mucho y ganan poco. Ganan bastante menos que una persona con un trabajo similar en los Estados Unidos. Así es que una familia hispánica no siempre puede comprarle a un joven muchas cosas. Y cosas como un tocadiscos, una bicicleta o una cámara son verdaderamente artículos de lujo para muchos jóvenes hispánicos.

dueño = owner
Raras veces = rarely
tantas = as many
Así es que = that is why
verdaderamente = really
lujo = luxury

Questions (given in the teacher's annotated edition):

¿Es más o menos rico el joven hispánico que el joven norteamericano?
¿Tiene más o menos cosas?
¿Trabaja mucho la gente en los países hispánicos?
¿Gana mucho?
¿Tiene bicicleta y cámara todos los jóvenes hispánicos?
¿Por qué no?

B. Work with the written text

Once written material has been introduced:

- Have Ss read selection silently.
- Have Ss read selection aloud.
- Teacher dictates from selection.
- Question and answer, for oral practice and for comprehension (Note: Questions given in teacher's edition are limited and lead to overgeneralization.)

Note-taking

C. Analyze the main theme

Ask Ss: "What is the central thought or theme of this selection?" (Ss probably think lack of possessions.) Also ask: Does everyone agree with this premise?

Summarizing
Self-monitoring

Draw Ss' attention to the line beginning "Una familia hispánica..." This gives the key point, which is that money control is not in the hands of Hispanic youth. Ask Ss: Why do American teenagers have so much? (Many have jobs, which is not generally acceptable in Hispanic countries for middle/upper-class youth. Ask Ss: Why not? Hold a short discussion of values.

Inferencing
Selective Attention

D. Work with selection linguistically

Ask Ss to make selected substitutions of words of the same category (can be antonyms or synonyms or not). For example:

Substitution

- Un joven norteamericano ...
- Un joven hispánico nunca es...

Are the resulting statements true or not?

Monitoring

Have Ss restate/rewrite the selection in the first person, making changes appropriate to their situation; these may be very limited, according to the ability or creativity of the student. Note that the cultural focus would be reversed.

Elaboration

- "Yo (no) soy dueño(a) de muchas cosas..."

At some point in this section you may wish to discuss the syntax of "La mayoría de las personas trabajan..." What is the subject which determines the verb? Is "trabajan" correct or not?

E. Combine linguistic with cultural information

Ask Ss to demonstrate in dialogue form that they have understood the cultural point involved by preparing the following dialogue situations:

Elaboration
Cooperation
Transfer

- An American teenager wants a new stereo. Family says can't afford. What is he/she likely to propose (getting a job) and what types of arguments or discussions are likely?

- An Hispanic teenager wants a new stereo. Family says can't afford. What would the discussion be like if he/she proposed working for the money?

- An American teenager is on an overseas exchange program in a Latin country. The host teenager wants a camera like his America guest's, but tells his guest that his family can't buy one. What would the American likely propose, and how would the Latin reply?

F. Culminating written activities

Have different students contribute one sentence each to a class composition summarizing what they have learned.	Cooperation Summarizing
Have individual students write a final paragraph comparing and contrasting the cultural information learned.	Elaboration Summarizing

Appendix
Listening A

Guidelines for Developing
Student Worksheets
for Listening Strategy Practice

Guidelines
for Developing Student Worksheets
for Listening Strategy Practice

1. Decide what type of information you want your students to listen for. This can either be listening for the main idea or listening for specific information. You can also have students listen for the main idea of the passage and for a few specific details.

   Here's a list of some types of specific information you might ask students to listen for in a passage.

Dates	Articles of clothing
Numbers	Directions (getting to a location)
Addresses	Descriptions
Names	Specific nouns
Prices	Personal information
Times	Relationships between speakers
Temperatures	Specific grammatical constructions

2. Difficulty of the listening text For students to have need of using listening strategies, the text of the listening passage should be a bit difficult for them. If they can understand every word in the passage easily, they won't need to use strategies!

   However, when choosing a listening text, remember that listening in L2 is very difficult. This difficulty is increased if you are using tapes because students won't have any visuals to give them clues.

3. Interaction of text difficulty, student task, and listening strategies There is a distinct interaction between how difficult the listening text is, the task you give students to do in regards to listening, and the strategies they will use to accomplish the task.

   For example, suppose you have a listening text that you know will be difficult for Ss to understand. You can ask them to listen for one or two pieces of information. Answering a question such as "How much is the shirt that Maria is buying?" does not

require Ss to understand every word in the passage, only to listen for a specific piece of information (in this case a price). Giving Ss this kind of a task (listening difficult, task simple) provides them with practice in the important skill of picking out, or selectively attending to, needed information from a stream of L2 that's too difficult to understand completely.

As another example, suppose you have a listening text that you expect Ss will be able to understand fairly well. You can ask them to identify the main idea of the passage, plus infer possible consequences and ramifications of the information presented there (e.g., "Why do you think Maria doesn't want to go with Jose?").

You can also present Ss with a listening text that contains either information that they are currently studying (e.g., clothing) or information that they've previously learned and you want them to review. Develop questions that prompt Ss to focus upon this information.

4. You should make the questions on the student worksheet general enough not to give away the text of the passage or any of the other questions on the worksheet.

5. You can state the questions in English or the L2, depending upon your desire. However, stating the questions in English has the advantage of not providing Ss with key vocabulary that you want them to predict or specifically listen for. It also allows you to ask questions that students would not understand if you had to state them in the L2.

6. Use visuals with the questions. Questions that include a visual are very stimulating to Ss. For example, give Ss a map and ask them to use the map to find specific information. Visuals can make the listening task seem more concrete and also focus student attention by giving them something concrete to do (e.g., "put a check next to the items in the picture that the speaker mentions").

Russian Listening Worksheet

Below is a sample listening worksheet for Russian. The exercises accompany a typical Soviet weather report, the transcript of which is on the following page. These exercises are designed for beginning to intermediate level students.

Before playing the report you would want to give the Ss some background knowledge about the report. The type of knowledge that you would give the students would be that which the students would know if they were in the L2 country. For example:

- Explain to students that the Soviet Union uses the measuring system of Celsius, so temperatures are recorded in centigrade.
- Tell students that this is a national weather report.
- Have them look at a map so that they are familiar with geographical locations.

Questions for the Students

You are going to hear a weather report for the Western part of the Soviet Union. Read the questions first so you know what to listen for and answer them after you've heard the report.

1. Weather reports all over the world probably contain similar information. What are some types of information you would expect to hear in a weather report?

   _____

   _____

2. Write down a few Russian words that you might expect to hear in a Soviet weather report.

   _____

   _____

BEST COPY AVAILABLE

Now listen to the report for the following information:

3. You are in Leningrad. This afternoon you are flying to Moscow. So, you listen to the weather report in the morning to find out how cold it will be today.

   a. What will the temperature be in Leningrad? _____

   b. What will the temperature be in Moscow? _____

4. Is any precipitation predicted in Moscow or Leningrad?

   _____

Now listen to the weather report again for the following information:

5. In which republic is snow predicted? _____

6. In which republic is light precipitation predicted? _____

7. In which republic is occasional precipitation predicted? _____

8. Based on the context of this weather report, guess what each of the following words means in English.

   a. местами _____

   b. небольшие _____

   c. временами _____

Погода

По сведениям Гидрометцентра СССР, сегодня:
- в Мурманской области минус 2–7, порывистый ветер, метель;
- в Эстонии 0–минус 5, местами снег;
- в Латвии от минус 3 до плюс 2, небольшие осадки;
- в Литве от плюс 1 до минус 4;
- в Белоруссии от плюс 4 до минус 1;
- на Украине 0 до плюс 5, временами осадки;
- в Молдавии плюс 1-6;
- в Ленинграде небольшие осадки, около нуля,
- В Москве облачная погода с прояснениями, ветер юго-западный, днем нуль-плюс два, на дорогах гололедица.